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ABSTRACT

The Equal Goals in Occupations (EGO) project is a program of training in sex equity issues and skills for vocational education personnel in Hawaii's 39 public secondary schools, delivered over a five-year period (1978-1982). To evaluate the project, data were gathered from current and former EGO project participants and vocational enrollment figures. The study found that the EGO teams tended to work together to eliminate sex bias, that they were moderately successful in increasing awareness of sex bias among teachers and students, but somewhat less successful in increasing awareness of sex bias within the community. Overall, the respondents found their EGO training to be moderately effective. The respondents' attitudes toward sex equity programs and toward women were both quite positive. The activities used most by EGO teams were registration/curriculum activities, recognition of nontraditional students and preregistration tours. And most effective in reducing sex-biased procedures and practices were pairing students and reviewing/revising sexist language. Little change was found in secondary male, female, or total nontraditional program or course enrollments over the five years of the EGO project. It was concluded that the EGO project had been useful in changing attitudes, although enrollment--often based on family and community pressures--had not changed. Recommendations were made to consolidate gains and increase efforts in the family/community areas. (The document contains numerous tables illustrating enrollment and response date.) (KC)

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State Board for Vocational Education

Office of the State Director for Vocational Education

EQUAL GOALS IN OCCUPATIONS:
Some Outcomes and Implications of the EGO Project for Secondary Vocational Education in Hawaii
(1978 - 1982)

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The findings and opinions expressed in this report are the author's, and should not be regarded as those of the State Board for Vocational Education.

INTRODUCTION

In February of 1983, Hawaii Interviewing was contracted to provide certain evaluation services for the University of Hawaii Office of the State Director for Vocational Education. Those services include the review and analysis of various vocational education enrollment data and the development of a survey questionnaire for Equal Goals in Occupations project participants, along with the analysis of its consequent data and a statement of implications. This document is a report of those services.

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CONTENTS

page

Introduction i
Contents ii
List of Tables iv
List of Figures x

EXECUTIVE SUMMARY I

I **BACKGROUND**

-Occupational Sex Segregation---------------- 11
-Public Law 94-482--------------------------- 11
-Hawaii's Equal Goals in Occupations Project-- 13

II **OBJECTIVES**

-General Objectives-------------------------- 15
-Questions for Evaluation-------------------- 15

III **METHOD**

-Design-------------------------------------- 19
-Procedures---------------------------------- 20
-Questionnaire------------------------------- 23
-Population---------------------------------- 28

CONTENTS...

IV FINDINGS

0. Overall Findings---------------------------- 33
1. School District----------------------------- 59
2. Project Year-------------------------------- 109
3. Team Type----------------------------------- 139
4. Position of Participant--------------------- 161
5. Sex of Participant-------------------------- 185
6. School Location----------------------------- 207
7. Nontraditional Voc. Ed. Enrollment--------- 229
8. Nontraditional Enrollment Change----------- 253

V CONCLUSIONS/RECOMMENDATIONS

-Conclusions------------------------------------ 277
-Recommendations-------------------------------- 279

VI ENROLLMENT DATA

-Honolulu District------------------------------ 285
-Central District------------------------------- 295
-Leeward District------------------------------- 305
-Windward District------------------------------ 315
-Hawaii District-------------------------------- 325
-Maui District---------------------------------- 337
-Kauai District--------------------------------- 347

APPENDICES

A. The EGO Project Survey Questionnaire------- 357

B. High School Participation in EGO Project By School District and Year---------------- 365

C. EGO Project Roster: 1978-1982------------- 367

D. Sourcebook for Equal Goals in Education: Title Page and Table of Contents----------- 377

E. Sample Sex Equity Activities Plans--------- 381

F. Sample EGO Materials----------------------- 389

LIST OF TABLES

Figure A

Table and (Page) Numbers For Study Outcome Data by Several Categories of Respondents

OUTCOME DATA

RESPONDENT CATEGORY	Respondents 0	Team Outcomes 1	Training Outcomes 2	Att./Know. Outcomes 3	Activity Outcomes 4	Participant Suggestions 5
All Respondents 0			0.2 (38)		0.4 (41)	0.5 (44)
District 1	1.0 (60)	1.1 (62)	1.2 (66)	1.3 (70)	1.4a,b,c (74)(78)(82)	1.5 (88)
Project Year 2	2.0 (110)	2.1 (112)	2.2 (116)	2.3 (120)	2.4a,b,c (124)(126)(130)	2.5 (134)
Team Type 3	3.0 (140)	3.1 (142)	3.2 (146)	3.3 (148)	3.4a,b,c (152)(153)(154)	3.5 (158)
Participant Position 4	4.0 (162)	4.1 (164)	4.2 (168)	4.3 (172)	4.4a,b,c (174)(176)(178)	4.5 (180)
Sex of Participant 5	5.0 (186)	5.1 (188)	5.2 (192)	5.3 (194)	5.4 (198)(199)(200)	5.5 (204)
School Location 6	6.0 (208)	6.1 (210)	6.2 (214)	6.3 (216)	6.4 (220)(221)(222)	6.5 (226)
Nontrad. Enrollment 7	7.0 (230)	7.1 (232)	7.2 (236)	7.3 (240)	7.4 (242)(244)(246)	7.5 (248)
Enrollment Change	8.0 (254)	8.1 (256)	8.2 (260)	8.3 (264)	8.4 (268)(269)(270)	8.5 (274)

LIST OF TABLES...

EGO Population Data

Table		Page
A	Number and Percentage of EGO Project Participants and Survey Respondents by School District, Project Year, and Participant Position------------------	29

11

LIST OF TABLES...

Overall Enrollment Change Data (0.6)

Table		Page
0.6a	Percent Female Enrollment in Secondary Vocational Education Programs (Grades 9-12); Hawaii DOE, fall 1978-1982--------------------	46
0.6b	Percent MALE, FEMALE, and TOTAL NONTRADITIONAL (fall) Enrollment in a Select Group of Secondary DOE Voc. Ed. Courses for the First Five years of the EGO Project-----------------	49
0.6c	Percent MALE, FEMALE, and TOTAL NONTRADITIONAL Enrollment in a Select Group of Secondary DOE Voc. Ed. Courses, for the EGO Project Year and Four Post Project Years (1978-1982)-----------	50
0.6d	Percent Graduated MALE, FEMALE and TOTAL SECONDARY DOE Students Enrolled in Nontraditional Voc. Ed. Courses at Six Hawaii Community Colleges: fall 1980 thru fall 1982-	52

LIST OF TABLES...

School District Enrollment Change Data (1.6)

Table — Page

1.6a Total Nontraditional Enrollment Data for a Select Group of Vocational Education Courses By School District (1978-1982)---------------- 90

1.6b MALE Nontraditional Enrollment Data for a Select Group of Vocational Education Courses By School District (1978-1982)---------------- 92

1.6c FEMALE Nontraditional Enrollment Data for a Select Group of Vocational Education Courses By School District (1978-1982)---------------- 94

1.6d Percent of Former DOE Secondary Students (by School District) Enrolled in **NONTRADITIONAL** VOCATIONAL Courses at Six Hawaii Community Colleges: fall 1980, 1981, 1982-------------- 95

1.6e Percent of Former Male DOE Secondary Students (by School District) Enrolled in Vocational Education Courses **NONTRADITIONAL FOR MALES** at Six Hawaii Community Colleges: fall 1980, 1981, 1982------------------------ 96

1.6f Percent of Former Female DOE Secondary Students (by School District) Enrolled in Vocational Education Courses **NONTRADITIONAL FOR FEMALES** at Six Hawaii Community Colleges: fall 1980, 1981, 1982------------------------ 98

LIST OF TABLES

Figure B

Table and (Page) Numbers for
DOE Secondary Nontraditional Vocational Education
Enrollment Data by School District

SCHOOL DISTRICT		NONTRADITIONAL SECONDARY VOC. ED. ENROLL. DATA		
		TOTAL	MALE	FEMALE
Honolulu	Table #:	A-1	A-2	A-3
	Page #:	(285)	(286)	(287)
Central	Table #:	A-4	A-5	A-6
	Page #:	(295)	(296)	(297)
Leeward	Table #:	A-7	A-8	A-9
	Page #:	(305)	(306)	(307)
Windward	Table #:	A-10	A-11	A-12
	Page #:	(315)	(356)	(317)
Hawaii	Table #:	A-13	A-14	A-15
	Page #:	(325)	(326)	(327)
Maui	Table #:	A-16	A-17	A-18
	Page #:	(337)	(338)	(339)
Kauai	Table #:	A-19	A-20	A-21
	Page #:	(347)	(348)	(349)

LIST OF TABLES

Figure C

Table and Page Number for Consequent Community College Nontraditional Vocational Enrollment of former DOE Students By District and Secondary School of Origin

DISTRICT/ SCHOOL	Table No.	Page (No.)
HONOLULU DISTRICT	B-1	(288)
Farringtion	B-2	(289)
Kaimuki	B-3	(290)
Kaiser	B-4	(291)
Kalani	B-5	(292)
McKinley	B-6	(293)
Roosevelt	B-7	(294)
CENTRAL DISTRICT	B-8	(298)
Aiea	B-9	(299)
Leilehua	B-10	(300)
Miliani	B-11	(301)
Moanalua	B-12	(302)
Radford	B-13	(303)
Waialua	B-14	(304)
LEEWARD DISTRICT	B-15	(308)
Campbell	B-16	(309)
Nanakuli	B-17	(310)
Pearl City	B-18	(311)
Waianae	B-19	(312)
Waipahu	B-20	(313)
WINDWARD DISTRICT	B-21	(318)
Castle	B-22	(319)
Kahuku	B-23	(320)
Kailua	B-24	(321)
Kalaheo	B-25	(322)
Olomana	B-26	(323)
HAWAII DISTRICT	B-27	(328)
Hilo	B-28	(329)
Honokaa	B-29	(330)
Kau	B-30	(331)
Kohala	B-31	(332)
Konawaena	B-31	(333)
Laupahoehoe	B-33	(334)
Pahoa	B-34	(335)
Waiakea	B-35	(336)
MAUAI DISTRICT	B-36	(340)
Baldwin	B-37	(341)
Hana	B-38	(342)
Lahainalua	B-39	(343)
Lanai	B-40	(344)
Maui	B-41	(345)
Molokai	B-42	(346)
KAUAI DISTRICT	B-43	(350)
Kapaa	B-44	(351)
Kauai	B-45	(352)
Waimea	B-46	(353)

LIST OF FIGURES

Figure		Page
1	An EGO Project Summary: The Model, Results, Conclusions and Recommendations	5 (278)
2	Summary of Outcomes for Seven Areas of Concern and Twenty Evaluation Questions	6
3	EGO Project Evaluation: Areas of Concern and Questions for Evaluation	17
4	DOE Secondary Vocational Education Courses Historically Nontraditional for Males and Females	21
5	Operational Definitions of Research Questions	23

SUMMARY

EXECUTIVE SUMMARY:

EGO PROJECT EVALUATION (1978-82)

I. BACKGROUND

Much of the problem of occupational sex segregation can be traced to self-concepts and societal pressure shaped by the practices of sex bias (assuming that one sex is superior to the other) and sex stereotyping (attributing behavior, abilities, roles, etc. to a person or group on the basis of sex) through several generations.

In 1976, Public Law 94-482 explicitly addressed the problem of overcoming the assumptions (sex bias), attributions (sex stereotyping) and actions (sex discrimination) that support the sex segregation of occupations. Among other things, that legislation mandated a Coordinator of Sex Equity for Vocational Programs position in each of the fifty states and a list of ten functions to be implemented by each.

The present study focuses on one of those ten functions of the State of Hawaii Coordinator, i.e. on "assisting local education agencies". More specifically, it focuses on the Equal Goals in Occupations Project (The EGO Project), a program of training in sex equity issues and skills for vocation education related personnel in Hawaii's 39 public secondary schools, delivered over a five year period. The major components of the EGO Project were an intensive, but brief, training prgram in the fall; the provision of technical assistance and materials distritution during the year; and a year-end feedback session in the spring.

II. OBJECTIVES

The general objectives of the present study are to "bring together" a variety of information about the EGO Project, to focus particularly on its documentable outcomes, and to make prudent recommendations based on its overall findings.

More specifically, six areas were identified as the focus of concern: 1) the training they received; 3) the attitude and knowledge level of the participants; 4) the activities used to increase awareness and/or reduce sex bias in the schools; 5) participant suggestions; and 6) the consequent change in nontraditional vocational enrollment. Even more specifically, twenty explicit "questions for evaluation" were developed to measure the major outcomes in these six areas (see twenty questions in figure 2, page 6).

III. METHOD

To answer the "questions for evaluation" mentioned above, two types of data were gathered; survey questionnaire data (from a sample of current and former EGO Project participants), and vocational enrollment data (from the Hawaii Department of Education, and the Community College system).

The survey questionnaire was divided into six major sections, paralleling, roughly, the six areas of concern given above. Moreover, the individual questionnaire items, many of them utilizing rating scales, were, in fact, operational definitions of the various questions for evaluation.

After its construction based on various project activity plans, year-end reports, etc., the questionnaire was pre-tested, revised, then mailed to the 301 EGO participants currently employed by the DOE. Of the 301, 162, or about 54%, returned completed questionnaires. The completed questionnaires were edited, punched, and then processed at University of Hawaii Computer Center. The analysis and report writing were done by Hawaii Interviewing.

The preparation of tables and subsequent analysis of various vocational education enrollment data were also the responsibility of Hawaii Interviewing, although the

EGO Project staff and the Data Coordinator for the Office of the Chancellor for Community Colleges did much of the necessary data retrieval/compiling, for the secondary DOE, and the Community College vocational education enrollment data, respectively.

IV. FINDINGS

The study findings, essentially, are that the EGO teams tended to "work together", that the EGO respondents saw their teams as "moderately successful" in increasing awareness of sex bias among teachers and students, but somewhat less successful in increasing awareness of sex bias within the community; and that the EGO respondents saw their teams as moderately successful in reducing biased procedures and practices in the schools.

Overall, the respondents found their EGO training to be "moderately effective". About a third of the respondents reported using more than half of their training; and about the same percentage reported "continued use" of about half their training. The most useful training topics had to do with the "Importance of Continuous Efforts to Reduce Sex Bias", and the "Various Strategies for Reducing Sex Stereotyping and Sex Bias".

The respondents' attitudes toward sex equity programs and toward women were both quite positive, as measured by the brief attitude scales included in the questionnaire. The knowledge level of sex equity issues was more modest, with about 59% of the items answered correctly, on the average.

The activities used most by EGO teams were Registration/Curriculum Activities, and Recognition of Nontraditional Students. Most effective in increasing awareness of sex bias were the Use of Nontraditional Speakers and Pre-Registration Tours. And most effective in reducing sex biased procedures and practices were Pairing Students and Reviewing/Revising Sexist Language.

The suggestions endorsed most by EGO respondents for program improvement were Disseminate Classroom Materials and Provide Classroom Instructional Materials.

Little change in secondary male, female, or total nontraditional vocational education enrollment was found at the program or course level over the five years of the EGO Project (1978-1982). Nor was any overall nontraditional vocational education enrollment change noted for former secondary DOE students consequently enrolled in six of the state's Community Colleges, from fall 1980 to fall 1982.

A slightly more detailed summary of outcomes is given, for each of the study's twenty questions for evaluation, in figure 2, (p6).

V. CONCLUSIONS/RECOMMENDATIONS

The conclusions and recommendations of this report are summarized succinctly in figures 1, p.5, as are the EGO Project Model and the study results. The model suggests, essentially, that the training of EGO teams in sex equity activities will lead to an increased awareness and a reduced incidence of sex bias in the schools, which in turn, will lead to an increase in nontraditional vocational enrollment.

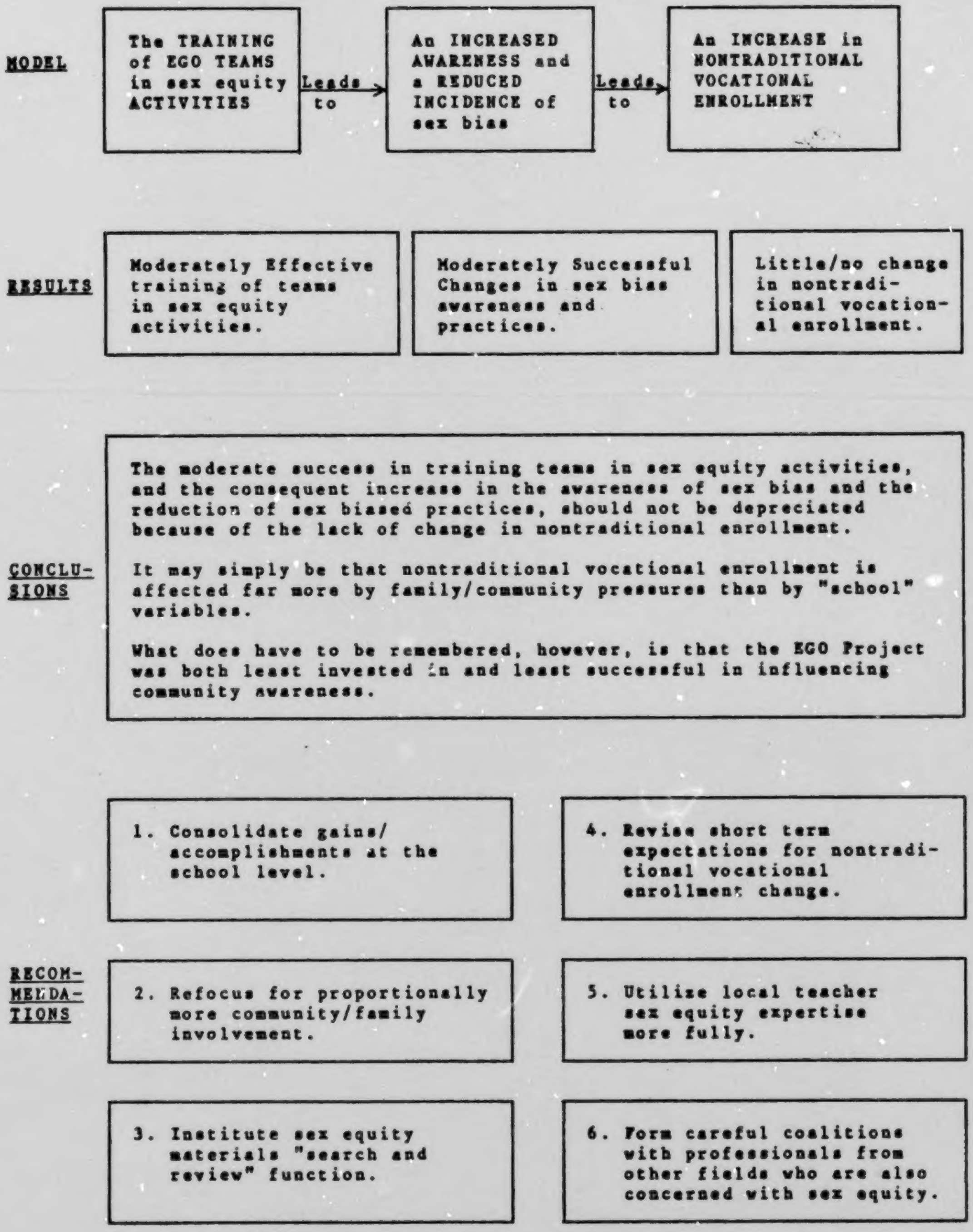
As indicated above, what resulted was moderately effective training of teams in sex equity activities, and a moderate increase in sex bias awareness, as well as some reduction of sex biased practices, but little or no change in nontraditional vocational enrollment.

It was concluded that the EGO Project gains should not be depreciated because of the lack of change in nontraditional enrollment, that nontraditional vocational enrollment may be far more affected by family/community pressures than by "school" variables. On the other hand, it was pointed out that the EGO Project was both least invested in and least successful in influencing community awareness.

Several recommendations were made:
1) Consolidate gains/accomplishments at the shool level.
2) Refocus for proportionally more community/family involvement.
3) Institute sex equity materials "search and review" procedures.
4) Revise short term expectations for nontraditional vocational enrollment change.
5) Utilize local teacher sex equity expertise more fully, and
6) Form careful coalitions with professionals from other fields who are also concerned with sex equity.

Figure 1

An EGO Project Summary:
The Model, Results, Conclusions and Recommendations



MODEL

The TRAINING of EGO TEAMS in sex equity ACTIVITIES → Leads to → An INCREASED AWARENESS and a REDUCED INCIDENCE of sex bias → Leads to → An INCREASE in NONTRADITIONAL VOCATIONAL ENROLLMENT

RESULTS

Moderately Effective training of teams in sex equity activities.

Moderately Successful Changes in sex bias awareness and practices.

Little/no change in nontraditional vocational enrollment.

CONCLUSIONS

The moderate success in training teams in sex equity activities, and the consequent increase in the awareness of sex bias and the reduction of sex biased practices, should not be depreciated because of the lack of change in nontraditional enrollment.

It may simply be that nontraditional vocational enrollment is affected far more by family/community pressures than by "school" variables.

What does have to be remembered, however, is that the EGO Project was both least invested in and least successful in influencing community awareness.

RECOMMENDATIONS

1. Consolidate gains/accomplishments at the school level.
2. Refocus for proportionally more community/family involvement.
3. Institute sex equity materials "search and review" function.
4. Revise short term expectations for nontraditional vocational enrollment change.
5. Utilize local teacher sex equity expertise more fully.
6. Form careful coalitions with professionals from other fields who are also concerned with sex equity.

Figure 2

Summary of Outcomes for Seven Areas of Concern and Twenty Evaluation Questions

AREA OF CONCERN/ QUESTION FOR EVALUATION	OUTCOMES
1. RESPONDENTS	
Q-1 How many respondents?	-One hundred and sixty-two EGO participants of the 301 then employed by the DOE responded to the questionnaire (a 54% response rate). -The district, year and position distributions were quite similar to the original population.
2. EGO TEAMS	
Q-2 Did the team respondents work together?	-Overall, about 80% of the respondents reported sharing the work among team members. -Hawaii, Leeward, and Honolulu districts tended to report more shared work, as did respondents from the 1st, 1978-79, project year; and male respondents.
Q-3 Did teams increase awareness of sex bias among the teachers?	-Overall, EGO respondents rated their teams moderately successful (with a mean success rating of 3.35 on a 5 point scale.
Q-4 Did teams increase awareness of sex bias among students?	-Overall, EGO respondents rated their teams moderately successful, but slightly less successful than they were with teachers (i.e. a mean success rating of 3.14) -Many district respondents indicated significantly more success than did three other districts; and 1979-80 respondents indicated significantly less success than two other project years.
Q-5 Did teams increase awareness of sex bias within the community?	-Overall, EGO respondents saw their teams as appreciably less successful in increasing awareness of sex bias within the community, than either among teachers or among students (with mean ratings of 2.26 vs 3.35 and 3.14, respectively). -Respondents from 1980-81, those from work sharing teams, administrators, and respondents from rural schools, tended to report significantly higher success in increasing awareness of sex bias within the community.

Q-6 Did teams reduce biased practices and procedures within the schools?	-Overall, respondents rated their teams as, once again, moderately successful (with a mean success rating of 3.27 on a 5 point scale. -Respondents from Maui district, from the 1980-81 project year, from teams which shared their work, and both administrators and counselors tended to rate their teams as being significantly more successful in reducing biased practices and procedures within the schools.
3. EGO TRAINING	
Q-7 How effective was the training, overall?	-Overall, the training was rated as more than somewhat effective, i.e. with a mean effectiveness rating of 3.51 on a five point scale. -Windward district respondents, and respondents who were counselors tended to give higher effectiveness ratings to the EGO training.
Q-8 Extent training used?	-Overall, about a third of the respondents (33%) reported using more than half of their EGO training. -Appreciably more Windward and Central district respondents reported such high usage.
Q-9 Extent continued use?	-Overall, about the same percentage (36%) reported continued use of their EGO training. -More continued use of EGO training, (at a high level) was reported by respondents from Hawaii district and from the 1980 and 1982 project years, than from the other respondent categories.
Q-10 Which training topics were found to be the most useful?	-Overall, "the Importance of Continuous Efforts to Reduce Sex Bias" and Various Strategies for Reducing Sex Stereotyping and Sex Bias" were the two topics rated most useful by EGO respondents (with usefulness ratings of 3.58 and 3.53, respectively, on a five point usefulness scale). -Several district, year, and position differences, however, were noted in the rank order of the usefulness ratings.

4. ATTITUDE/KNOWLEDGE	
Q-11 What was the attitude toward sex equity programs among the EGO respondents?	-Overall, the attitude toward sex equity programs was quite positive among the EGO Project respondents (with a mean "attitude toward sex equity program" scale score of 3.31 on a 4 point agreement scale. -Hawaii district respondents tended to have a less positive attitude toward sex equity programs; while female respondents tended to have a more positive attitude toward sex equity programs. Administrators, too, tended to have a more positive attitude than voc. ed. teachers, but not more positive than counselors.
Q-12 What was the attitude toward women among the EGO respondents?	-Overall, the attitude toward women was also quite positive among the EGO respondents, with a mean "attitude toward women" scale score of 3.47, on a 4 point agreement scale. -Hawaii district respondents, again, tended to have significantly less positive scores, as did 1978-79 (initial year) respondents, and female respondents reported a significantly more positive "attitude toward women" (than the male respondents).
Q-13 What was the knowledge of sex equity issues among the EGO respondents?	-The overall, mean number of items correct on the brief, six-time sex equity kowledge "quiz" was 3.54, or 59% correct. -Respondents from Kauai district, and those from the very earliest project year (1978-79) tended to score somewhat lower on this instrument, but other than these there were no significant differences reported by school location, by school nontraditional enrollment, by participant position, etc.
5. ACTIVITIES	
Q-14 Which activities did they use to increase awareness/reduce sex bias in the schools?	-Overall, the activities most often used were: -Registration/Curriculum Activities (78%); -Recognition of Nontraditional Students (67%); and -Review/Revise Sexist Language (64%). -While the distribution of the fourteen activities presented varied somewhat by district, and project year, only a few other significant differences by respondent category were noted.

Q-15 How effective were the various activities in increasing awareness of sex bias?	-Overall, the activities found to be most effective in increasing awareness of sex bias were: -The Use of Nontraditional Speakers (with a mean effectiveness rating of 5.32 on a seven point scale) -Pre-Registration Tours (mean effectiveness of 5.23), and -Review/Revise Sexist Language (mean effectiveness of 5.11). -Respondents from Leeward district tended to give higher effectiveness ratings, as did the respondents from the 1981-82 project year. Other than these, there were just a few isolated differences among the various respondent categories.
Q-16 How effective were the various activities in reducing sex biased procedures and practices?	-Overall, the activities found to be the most effective in reducing sex biased procedures and practices were: -Pairing Students (mean effectiveness of 5.08 on a seven point effectiveness scale) -Review/Revise Sexist Language (mean effectiveness of 5.02; and -Media Activities (mean effectiveness of 4.83). -Again, Leeward district respondents, and to a lesser extent, Maui respondents, reported greater effectiveness in reducing biased procedures and practices, while respondents from the 1979-80 project year tended to report less effectiveness. Other than these, there were only a few isolated significant differences among the various response categories.
6. PARTICIPANT SUGGESTIONS	
Q-17 What suggestions did the EGO respondents make for program improvement?	-Overall, the major suggestions made by EGO respondents were: -Disseminate Classroom Materials (62%), -Provide Classroom Instructional Materials (44%); and -Maintain Close Contact with the Teams (43%). -The first suggestion was made more often by Maui and Kauai respondents, the second by Male respondents, and the third by Kauai respondents. Respondents from the most recent year (1982-83) were significantly more likely to endorse the first suggestion and significantly less likely to endorse the third.

7. NONTRADITIONAL ENROLLMENT	
Q-18 To what did DOE secondary nontraditional voc. ed. program enrollment change?	-Only one secondary vocational education program in Hawaii's public schools approximate "sex equity", i.e. is nearly evenly represented by male and female students (Occupational Preparation/Home Economics). -Moreover, relatively little change has taken place in the distribution of male and female enrollments in the various voc. ed. programs over the five years since the EGO Project began.
Q-19 To what extent did DOE secondary nontraditional voc. ed. course enrollment change?	-For a group of twenty-five nontraditional voc. ed. courses (i.e. courses with less than 25% male or less than 25% female enrollment) the overall enrollment increase since the beginning of the EGO Project was only 1% (1.4% for male nontraditional enrollment and 1.3% for female nontraditional enrollment). -The most increase in total nontraditional enrollment over the five year period was reported by the Windward district (4.5%), followed by Maui (3.1%) and Leeward districts. Both Honolulu and Kauai districts, however, reported decreased enrollment in their nontraditional voc. ed. enrollment in their nontraditional voc. ed. courses, -1.8% and -1.2%, respectively, with essentially no change reported by Hawaii and Central districts (0.4% and -.2%), respectively).
Q-20 To what extent did consequent Community College nontraditional voc. ed. enrollment change, among former DOE students?	-From the period beginning fall 1980 and ending 1982, the consequent Community College nontraditional voc. ed. enrollment of former DOE secondary students did not change at all (0.0%). Female nontraditional enrollment gained slightly (0.6%), but male nontraditional showed a loss (-1.2%). -Among the various districts, Kauai registered the "largest" percentage gain (+3.6%), and was the only district to register increases for both years (1980-81 and 1981-82). The smallest gain was reported for Honolulu district (+0.2%), and nearly a percentage drop was reported for Central district (+0.9%).

I. BACKGROUND

I BACKGROUND

In this section, occupational sex segregation is defined; the function mandated for State Sex Equity Coordinators of Vocational Programs are outlined; and Hawaii' Equal Goals in Occupations Project (the EGO Project) is described.

OCCUPATIONAL SEX SEGREGATION

Occupational sex segregation is defined as having a very high proportion of one sex filling certain jobs. Such segregatoin often closes off to men occupations in which they might be extremely productive, and traps women into typically low-paying, lower status jobs. To a certain extent, occupational sex segregation is caused by discriminatory labor practices, but much of the problem can be traced to self-concepts and societal pressure shaped by the practice of sex bias (assuming that one sex is superior to the other) and sex stereotyping (attributing behaviors, abilities, roles, etc. to a person or group on the basis of sex) through several generations.

PUBLIC LAW 94-482

In 1976, United States Public Law 94-482 explicity addressed the problem of overcoming the assumptions (sex bias), attributions (sex-stereotyping) and actions (sex discrimination) that support the sex segregation of occupations. In this legislation, a Coordinator for Sex Equity in Vocational Programs was mandated for each of the fifty states, and in the Education Ammendments of 1976, and the Final Regulations for Vocational Education (October, 1977), the following functions were assigned:

1) Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State board in publicizing the public hearings on the State plan;

2) Gather, analyze, and disseminate data on the status of men and women students and employees in vocational education programs of the State;

3) Develop and support actions to correct problems brought to the attention of this personnel, including creating awareness of the Title IX complaint process;

4) Review the distribution of grants and contracts by the State board to assure that the interests and needs of women are addressed in all projects assisted under this Act;

5) Review all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational education programs) in the State for sex bias;

6) Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education;

7) Assist local education agencies and other interested parties in the State in improving vocational education opportunities for women;

8) Make available to the State board, the State advisory council, the national Advisory Council on Vocational Education, the State Commission on the Status Women, the Commissioner, and the general public, including individuals and organizations in the State concerned about sex bias in vocational education, information developed under this section;

9) Review the self-evaluations required by Title IX; and

10) Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year State plan and its annual program plan prior to their submission to the commissioner for approval.

While the Office of the State of Hawaii Coordinator for Sex Equity in Vocational Programs is responsible for all of the ten functions just listed, the present study focuses exclusively on "assistance to local education agencies", function #7.

HAWAII'S EQUAL GOALS IN OCCUPATIONS PROJECT

Soon after a Coordinator of Sex Equity for Vocational Education was instituted in Hawaii in 1977, an Equal Goals in Occupations Project (the EGO Project) was established. Under the direct leadership of the Sex Equity Coordinator, the goal of the EGO Project was to provide systematic training both in the awareness of sex bias in vocational education and in the reduction of sex biased procedures and practices in the schools. Moreover, the goal was to train a number of administrators, counselors, and vocational teachers in each of the State's seven school districts, indeed, the goal was to train personnell in all of the State's 39 public secondary schools.[a] Given the limited time and resources, a five-year plan was instituted to provide training in sex equity issues and skills for all the schools.[b] Typically, a team of participants from one school from each district would be trained each year.[c] The participants were, for the most part, volunteers, and were paid a fee of one-hundred dollars for their participation in the project (in the academic year).

The major components of the EGO training were: 1) An intensive two-day training workshop in the fall, at which basic sex equity legislatoin, concepts, materials, and strategies were covered,[d] and at which each team developed an individualized activity plan to be implemented at their school;[e] 2) During the school year, technical assistance was provided on request, and selected Sex Equity materials were distributed.

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a) The EGO Project also addressed, to a lesser extent, sex equity issues at the post-secondary level. Those activities, however, were not examined in the present study.

b) On a budget of approximately $50,000/yr., little in the way of extra staff/support resources was available to help with this function. And, as just mentioned, this function was only one of ten with which the Coordinator of Sex Equity Vocational was charged.

c) See Appendix B, p. 365, for the high school participation by school district and year.

d) The basic resource manual used in this training and, indeed, for the most team activities, was the Sourcebook of Equal Goals in Occupations, a compendium of information and strategies for promoting sex equity in the schools. This document was developed cooperatively by the Central District of the Hawaii Department of Education and the Office of the State Director for Vocational Education, in 1978. Its cover sheet and table of contents are reproduced in Appendix D, p. 377.

e) Sample Activity Plans are given in Appendix E, p. 381.

by the EGO Project Office;[a] and 3) An end-of-year feedback session was held in the spring to discuss problems and possibilities of the year's work, i.e. how well the activity plans had or had't worked, etc.

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a) The "Cinderella - Prince Charming" materials seemed to be particularly popular. See Appendix F, p. 389.

II. OBJECTIVES

II OBJECTIVES

In this section, the objectives of the present study are given: first, the broader, more general objectives, and then, the narrower, more specific objectives, in the form of explicit "questions for evaluation".

GENERAL OBJECTIVES

At its broadest level, the purpose of this study is to "bring together information" about the EGO Project, a project of training in sex equity issues and strategies, delivered to vocation education related personnel in Hawaii's thirty-nine public secondary schools, over a five year period (1978-1982). An "evaluation" study, the focus will be particularly heavy on "outcome", as opposed to, background, process, or context information. And since evaluation is essentially "information for decision making", a statement of recommendations based on the findings that emerge, is another general objective.

In brief, then, the general objectives of the present study are to "bring together" a variety of information about the EGO Project, to focus particularly on its documentable outcomes, and to make recommendations based on the findings that emerge.

QUESTIONS FOR EVALUATION

While the general objectives are pretty much a "given" in studies such as this, the more specific objectives are not. Which variables are most important? Which are less important? On which were data available? On which are data "getable"?, and indeed, on which are data practical to obtain, i.e. practical in terms of time, human, and material resources? These and related issues were examined, re-examined, negotiated and renegotiated between the EGO Project Director and the author, over a two month period. The specific objectives that emerged, while agreeable to both, were not completely satisfactory to either. More control variables, for instance, would have strengthened the study appreciably, but on the other hand, the logistics/procedures involved would have reduced appreciably the likelihood of the study's very completion. At any rate, the major "areas of concern" and the corresponding "questions for evaluation" finally agreed upon are given, in abreviated form, in figure 3 ,p. 17.

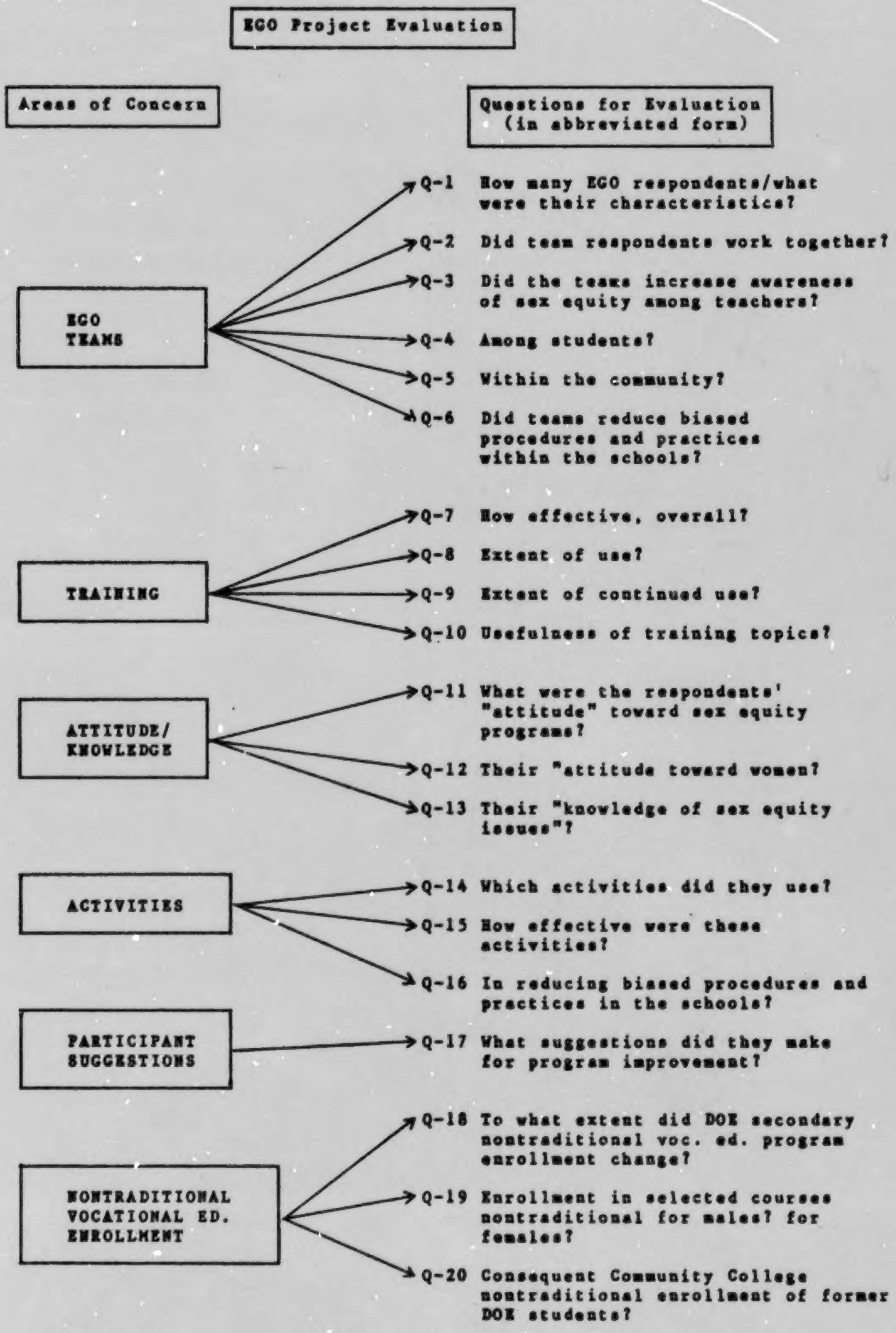
In figure 3, we see that among the study's primary areas of concern are: 1) the EGO teams; 2) the training they received; 3) the attitudes and knowledge levels of the participants; 4) the activities they planned and implemented; 5) the suggestions they made for improving project service to the EGO teams; and 6) the consequent change in nontraditional vocational education enrollment. We see also that the questions for evaluation range from questions about team success in increasing awareness of sex equity (Q-3,4,5), to the activities they used (Q-14), to consequent change in nontraditional vocational education enrollment (Q-19,20).

It should be noted that in Chapter IV, the study findings will be reported for each area and for each evaluation question separately for several categories of respondents, i.e.:

- -for all respondents combined (0. Overall Findings)
- -for the respondents in each district (1. District Findings)
- -for the respondents from each project year (2. Project Year Findings)
- -for the respondents from teams which shared and did not share their work (3. Team Type Findings)
- -for the respondents who were administrators, counselors, and vocational education teachers (4. Position of Participant Findings)
- -for male and female respondents (5. Sex of Participant Findings)
- -for respondents from schools with high vs low nontraditional vocational education enrollments (7. Nontraditional Voc. Ed. Enrollment Findings); and finally,
- -for respondents from schools with increased vs decreased nontraditional vocational education enrollments (8. Nontraditional Enrollment Change Findings).

Figure 3

EGO Project Evaluation
Area of Concern and Questions for Evaluation (in abbreviated form)



EGO Project Evaluation

Areas of Concern

Questions for Evaluation (in abbreviated form)

EGO TEAMS

- Q-1 How many EGO respondents/what were their characteristics?
- Q-2 Did team respondents work together?
- Q-3 Did the teams increase awareness of sex equity among teachers?
- Q-4 Among students?
- Q-5 Within the community?
- Q-6 Did teams reduce biased procedures and practices within the schools?

TRAINING

- Q-7 How effective, overall?
- Q-8 Extent of use?
- Q-9 Extent of continued use?
- Q-10 Usefulness of training topics?

ATTITUDE/ KNOWLEDGE

- Q-11 What were the respondents' "attitude" toward sex equity programs?
- Q-12 Their "attitude toward women?
- Q-13 Their "knowledge of sex equity issues"?

ACTIVITIES

- Q-14 Which activities did they use?
- Q-15 How effective were these activities?
- Q-16 In reducing biased procedures and practices in the schools?

PARTICIPANT SUGGESTIONS

- Q-17 What suggestions did they make for program improvement?

NONTRADITIONAL VOCATIONAL ED. ENROLLMENT

- Q-18 To what extent did DOE secondary nontraditional voc. ed. program enrollment change?
- Q-19 Enrollment in selected courses nontraditional for males? for females?
- Q-20 Consequent Community College nontraditional enrollment of former DOE students?

III. METHOD

III METHOD

In this section, the study design and procedures are described, as are the survey instrument and the study population.

DESIGN

The design of this study, in lay terms, is quite straight forward:

- Several important areas of concern are given.
- A few straightforward questions are identified for each.
- Each question is then translated into a survey item or an enrollment question.
- Both the survey and enrollment data are gathered and tallied.
- And the numerical data are "translated back into words" to answer the original questions.

In technical terms, however, this "post only" design is quite weak, suffering, in the main, from lack of "external controls", i.e. control groups not outside the project, with which the results may be compared. It would be one thing, for instance, to find the EGO respondents felt "highly successful in increasing awareness of sex bias among their students". It would be quite another (in terms of evaluating the program) if new EGO respondents, or indeed, teachers in schools with no EGO Project, felt pretty much the same.

While the lack of external controls is certainly important, it was not felt to be critical. More critical was the issue of internal validity: Did the project lead to change at all?

Enrollment data were already available which indicated quite clearly that no large differences were to be found in nontraditional vocational education courses, an important criterion for successful sex equity programs. On the other hand, the activity plans and year-end reports of the EGO teams, as well as the formal and informal observations of EGO Project Staff suggested that important changes were taking place, though in varied time, place, and circumstance.

It was decided, then, that a systematic analysis of potentially important "within project differences" should be the focus of the study. To that end: project district, year, and team-type school location, nontraditional enrollment, and nontraditional enrollment change differences, were built into the design.

PROCEDURES

To answer the questions for evaluation given in Chapter II, two types of data were gathered: survey questionnaire data (from a sample of current and former EGO Project participants); and vocational education enrollment data (from the Hawaii Department of Education and the Community College system). The following procedures were used:

Questionnarire Data

1) All project file data were reviewed, i.e. activity plans, year-end reports, training evaluations, etc.
2) From these data and from interviews with the project director and other Vocational Education Department staff, questionnaire items, many in the form of rating scales were constructed (see figure 5, p. 24).
3) The resulting questionnaire was pre-tested on a sample of former EGO participants.
4) Revisions were made and the EGO Project Survey Questionnaire (see Appendix A,p. 357) was finalized and mailed to all of the EGO participants (since 1978) who were still employed by the Department of Education (i.e. to 301 of the 329 original participants).
5) One follow-up mailing, and numerous informal calls to principals, district specialists, etc. were the follow-up procedures used.
6) As the questionnaires were returned, they were edited, and the edited data punched in standard IBM computer cards.
7) The data were then processed by U.H. Computer Center personnel, who wrote custom programs for portions of the analysis, at the request of the author.
8) All analysis of the data, and the subsequent writing of this report were the responsibility of Hawaii Interviewing.

Enrollment Data

1) Secondary Nontraditional Program data:
   Updated DOE secondary education program enrollment data were obtained from the EGO Project Office.
2) Secondary nontraditional course data:
   Nontraditional Voc. Ed. course enrollment data (i.e. enrollment in voc. ed. courses with less than 25% male or less than 25% female students) were tallied from DOE records, by EGO Project Staff, especially for this project (see figure 4).

Figure 4

DOE Secondary Vocational Education Courses Historically Nontraditional for Males and for Females

	Male Nontraditional Voc. Ed. Courses[a]		Female Nontraditional Voc. Ed. Courses[b]
1.	Business Machines	1.	Agriculture Technology
2.	Office Practices	2.	Aquatics
3.	Cooperative Office Education	3.	Ground Maintenance
4.	Shorthand	4.	Electronics Technology
5.	Typing (Advanced)	5.	Electrical Technology
6.	Family Clothing	6.	Power-Automobile
7.	Home Nursing	7.	Building Construction
8.	Personality-Dress	8.	Graphic Art Technology
9.	Child Care/Development	9.	Metals Technology
10.	Family Relations	10.	Cooperative Industr.
11.	Home Furnishing	11.	Drafting Technology
12.	Child Care	12.	Contruction Work
		13.	Mechanical Worker

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a) Courses with less than 25% male enrollment (DOE data, 1980).
b) Courses with less than 25% female enrollment (DOE data, 1980).

3) Community College Nontraditional course data: The consequent Community College nontraditional vocational education course enrollment data of former DOE secondary students (for fall of 1980, 1981, and 1982) were provided by Gary Shibuya, Data Coordinator for the Office of the Chancellor for Community Colleges, University of Hawaii.
4) With the able assistance of EGO Project Staff, overall summary tables were constructed for all the above data.

THE SURVEY INSTRUMENT

The seven page survey questionnaire, designed to gather much of the data for this study, appears in Appendix A, p. 357. The instrument consists of six major divisions:

- In Part I, background information is elicited, e.g. age, teaching area, and ethnicity of EGO participants.
- Part II elicits information about the EGO teams: How much the work was shared; team effectiveness in increasing awareness of sex bias and in reducing sex biased procedures and practices; and suggestions for improving service to teams.
- Part III deals with EGO training: Extent of its use and extent of its continued use; usefulness of various training topics; and overall training effectiveness.
- Part IV deals with sex equity activities, i.e. the various activities used, and the effectiveness of those activities in increasing awareness and reducing biased procedures.
- Part V contains an open ended item on future directions and recommendations for improving sex equity in the schools, and
- Part VI contains rating items on sex equity programs, attitudes toward women, and knowledge of sex equity issues.

Most of the study's Questions for Evaluation (p. 17) are operationally defined by the various survey items. A listing of these operational definitions, along with their item number references, is given in figure 5, p. 22. Evaluation Question #2, for example, which asks "to what extent did the respondents report work was shared on the EGO team?", is operationally defined by response to item #1 of Part II of the EGO Participant Questionnaire, which requires the respondent to "Check the statement which best characterizes how your EGO team worked together".

As indicated in figure 5, most of the operational definitions are similarly straightforward.

Figure 5

Operational Definition of Research Questions

AREA OF CONCERN		QUESTIONS FOR EVALUATION		OPERATIONAL DEFINITIONS OF RESEARCH QUESTIONS	
No.	Area	No.	Question	Description/Sample Item	Reference
0	RESPONDENTS	Q-1	How many respondents were there?	Demographic/Background Information Items	Part I of EGO Questionnaire
1	TEAM OUTCOMES	Q-2	To what extent did the respondents report work was shared on the EGO teams?	Check the statement which best characterizes how your EGO team worked together...	Part II, item 1 of EGO Questionnaire
		Q-3	How successful did the EGO respondents feel their teams were in increasing awareness of sex bias "among the teachers"?	How successful among teachers?	Part II, item #2.1
		Q-4	How successful did the EGO respondents feel their teams were in increasing awareness of sex bias "among students"?	How successful among students?	Part II, item 2.2
		Q-5	How successful did the EGO respondents feel their teams were in increasing awareness of sex bias "within the community"?	How, successful within the community?	Part II, 2.3
		Q-6	How successful did the EGO respondents feel their teams were in reducing biased procedures and practices within the school?	How successful was the EGO team in reducing biased procedures and practices within the school?	Part II, item 3

AREA OF CONCERN		QUESTIONS FOR EVALUATION		OPERATIONAL DEFINITIONS OF RESEARCH QUESTIONS	
No.	Area	No.	Question	Description/Sample Item	Reference
2	TRAINING OUTCOMES	Q-7	Overall, how effective did the respondents find their EGO training?	Overall, how effective was the EGO training workshop you attended?	Part III, item 4; EGO Questionnaire
		Q-8	About how much of their training did the EGO respondents actually use?	About how much of the training have you actually used?	Part III, item 1
		Q-9	About how much of their EGO training do the respondents continue to use?	About how much of the training will you continue to use?	Part III, item 2
		Q-10	What training topics did the respondents find most useful?	How useful were the following items? (five topics judged to be particularly important by the Project Director were presented for rating.)	Part III, items 3.1 thru 3.5
3	ATTITUDE/ KNOWLEDGE OUTCOMES	Q-11	What was the "attitude toward sex equity programs" among EGO respondents?	(Eight sex equity items were presented for rating on a five step agree-disagree scale.)	Part IV, items 1.1 thru 1.8
		Q-12	What was the "attitude toward women" among the EGO respondents?	(Five items from the Spence and Helmreich Attitudes Toward Women Scale, 1972, were presented for rating.)	Part VI, items 3, 5, 7, and 11
		Q-13	What was the "knowledge level" regarding sex equity issues among the EGO respondents?	(Six knowledge items drawn from EGO Workshop training materials were presented for rating. Both mean number correct and % correct data were reported.)	Part VI, items 2,4,6, 8, 10, and 12 of the EGO Questionnaire

AREA OF CONCERN		QUESTIONS FOR EVALUATION		OPERATIONAL DEFINITIONS OF RESEARCH QUESTIONS	
No.	**Area**	**No.**	**Question**	**Description/Sample Item**	**Reference**
4	ACTIVITY OUTCOMES	Q-14	What activities were utilized to increase the awareness of sex biased procedures and practices?	(Fourteen of the more prominent activities submitted in the activity plans and/or year-end reports of the various teams were selected for responses. A simple yes-no response was required.)	Part IV, items 1 thru 14
		Q-15	How effective were the above activities in increasing awareness of sex bias in the schools?	(Effectiveness ratings, on a seven point scale, were elicited for each of the 14 activities.)	Part IV, items 1 thru 14
		Q-16	How effective were the above activities in reducing sex biased procedures and practices.	(Again, effectiveness ratings were elicited, on the same seven point scale.)	Part IV, items 1 thru 14
5	PARTICIPANT SUGGESTIONS	Q-17	What suggestions did the EGO respondents offer/endorse to help the project office serve the teams more effectively?	Five suggestions drawn from the Activity Plans and year-end team reports were presented for endorsement. The choice was based on the dual criteria of repetitiveness and representativeness.	Part II, items 4.1 thru 4.5
6	ENROLLMENT CHANGE	Q-18	To what extent did the overall DOE Secondary Nontraditional Vocational Education Program change during the first five years of the EGO Project?	Secondary Vocational Education Program level enrollment data (by sex) from fall 1978 thru fall 1982, were utilized.	Hawaii Department of Education

AREA OF CONCERN		QUESTIONS FOR EVALUATION		OPERATIONAL DEFINITIONS OF RESEARCH QUESTIONS	
No.	Area	No.	Question	Description/Sample Item	Reference
6	ENROLLMENT CHANGE...	Q-19	To what extent did the DOE Secondary Enrollment Change in courses particularly nontraditional by sex, during the first five years of the EGO Project?	Enrollment data for a select group of male nontraditional and female nontraditional voc. ed. courses were gathered and analyzed for the fall 1978-fall 1982 period. (Male nontraditional voc. ed. courses are defined as those with enrollments of less than 25% males; Female nontraditional voc. ed. courses are defined as those with enrollments of less than 25% females.	Basic enrollment data were provided by the Department of Education; the nontraditional course data were drawn and tallied by EGO Project staff under the supervision of the author.
		Q-20	To what extent did consequent nontraditional Community College vocational enrollments change among former DOE students?	Community College enrollment data were available for fall 1980, 1981, and 1982 for six of the state's seven Community Colleges. These data were analyzed by high school of origin.	These data were kindly and efficiently provided by Gary Shibuya, Data Coordinator for the Office of the Chancellor for Community Community Colleges, University of Hawaii. Subsequent tallies and recombinations were carried out by the EGO Project Staff, under the supervision of the author.

THE POPULATION

From the fall of 1978, when the EGO Project training component began, through the end of the 1982-83 school year, 329 participants were trained by the EGO Project. A listing of these 54 administrators, 41 counselors, and 234 vocational education teachers is given, by school and project year in Appendix C, p.367.

Of the 329 original participants, 301 were still employed by the Department of Education at the time study data were gathered in April of 1983. And while all 301 current and fromer EGO Project participants were mailed survey questionnaires, only 162 completed questionnaire forms were returned, for a completion rate of approximately 54%.

While this return rate, and the resultant sample size (N=162) are certainly not "bad", the representativeness of the sample of participants completing questionnaire forms was quite good. The data in Table A, for instance, (p. 29), indicate that the percentages of respondents from the various districts, project years, and participant positions, paralleled quite closely (within these percentage points) the percentages of participants in the actual project. This high degree of similarity between the sample and the population, and interest, of course, indicates that findings from the sample data, are likely to generalize quite well to the population from which the sample was drawn, i.e. the EGO Project.

Table A

Number and Percentage of Ego Project Participants and Survey Respondents by School District, Project Year, and Participant Position

	PARTICIPANTS		RESPONDENTS	
SCHOOL DISTRICT	NO.	%	%	NO.
Honolulu	46	14%	15%	25
Central	55	17%	20%	32
Leeward	54	16%	15%	24
Windward	42	13%	11%	18
Hawaii	63	19%	20%	32
Maui	43	13%	12%	19
Kauai	26	8%	7%	12
Totals	329	100%	100%	162

	PARTICIPANTS		RESPONDENTS	
PROJECT YEAR	NO.	%	%	NO.
1978-1979	61	19%	14%	22
1979-1980	59	18%	15%	24
1980-1981	62	19%	19%	30
1981-1982	71	22%	21%	34
1982-1983	76	23%	32%	52
Totals	329	101%	101%	162

	PARTICIPANTS		RESPONDENTS	
PARTICIPANT POSITION	NO.	%	%	NO.
Administrator	54	16%	15%	25
Counselor	41	12%	14%	23
Voc. Ed. Teachers	234	71%	70%	113
Totals	329	99%	99%	162

IV. FINDINGS

IV FINDINGS

In this section, the study findings are reported for several categories of respondents:

0. Overall Findings: for all respondents
1. School District: for respondents from the various school districts
2. Project Year: for respondents from the various school districts
3. Team Type: for respondents from teams which share and which didn't share their work
4. Participant Position: for administrator, counselor, and vocational education teacher respondents
5. Sex of Participant: for male and female respondents
6. School Location: for respondents from urban and rural schools
7. Nontraditional Voc. Ed. Enrollment: for respondents from schools with high vs low nontraditional voc. ed. enrollments
8. Nontraditional Enrollment Change: for respondents from schools with increased vs decreased nontraditional voc. ed. enrollments

0. OVERALL FINDINGS

In this section, The study findings are reported for all EGO Project respondents combined. Subsequent sections will report findings for all respondents within the various districts, project years, postitions, etc. Each of the "questions for evaluation" which appeared in figures 3 (p. 17) will be systematically covered in this and all subsequent finding subsections. Moreover, for clarity of presentation, the questions will be grouped into roughly the following categories throughout:

page

0 EGO Respondents------------------- 34

1 Team Outcomes--------------------- 34

2 Training Outcomes----------------- 36

3 Attitude/Knowledge Outcomes------- 39

4 Activity Outcomes----------------- 40

5 Participant Suggestions----------- 43

6 Enrollment Change----------------- 45

7 Overall Findings Summary---------- 53

54

0. OVERALL FINDINGS...

0. Respondents

Q-1 **How many EGO Participants responded to the Survey Questionnaire?**

As indicated above, p. 28, 329 secondary administrators, counselors and vocational education teachers participated in the EGO Project in the five years spanning the fall of 1978 thru spring 1983. Of the original 329 respondents, 301 were found to be still employed in one capacity or another by the Department of Education. It was to those 301 EGO Participants and/or former participants that the EGO Project Participant Survey Questionnaire was sent. Of the 301, one hundred and sixty-two (162) completed and useable questionnaires were returned, for a 53.8% response rate.

1. Team Outcomes

Q-2 **To what extent did the EGO respondents report work was shared on the EGO teams?**

A large majority of the respondents (129 of the 162, or 80%) indicated that "the work was pretty much shared among the team members" (Part II, item 1.3 of the EGO Questionnare, Appendix A, p. 358).

Q-3 **How successful did the EGO respondents feel their teams were in increasing awareness of sex bias "among the teachers"?**

0. OVERALL FINDINGS...

1. Team Outcomes...

(Q-3) The EGO respondents reported their teams to be "moderately successful" in increasing awareness of sex bias among the teachers, with a mean rating of 3.35 on a five point "success" scale (Part II, item 2.1, of the EGO Questionnaire, Appendix A, p. 358).

Q-4 How successful did the EGO respondents find their teams were in increasing awareness of sex bias "among students"?

Again, the EGO respondents reported their teams to be "moderately successful" in increasing the awareness of sex bias among students, this time with a mean success rating of 3.14 (Part II, item 2.2, Appendix A, p. 358).

Q-5 How successful did the EGO respondents feel their teams were in increasing awareness of sex bias "within the community"?

The EGO respondents reported their teams to be "slightly less than moderately successful" in increasing awareness of sex bias "within the community", with a mean success rating of 2.26 on a five point scale (Part II, item 2.3, Appendix A, p. 358).

Q-6 How successful did the EGO respondents feel their teams were in "reducing biased procedures and practices in the schools"?

The EGO respondents reported their teams to be "moderately successful" in reducing biased procedures and practices with a mean success rating of 3.27, on the five point scale (Part II, item 3, Apendix A, p. 358).

1. Team Outcomes...

Discussion

To the extent that getting the participants to work as teams was an important goal, the 80% shared work response suggests it was quite successful. "Moderately" successful, however, were the teams' self-assessment of their effectiveness in increasing awareness of sex bias among "teachers" and "students" in the schools. They felt less effective, however, in increasing awareness of sex bias "in the community". In reducing sex biased procedures and practices in the schools, in many ways an objective with more immediate relevance, they felt, once again, "moderately successful".

The above effectiveness ratings demonstrate a certain amount of "face validity", i.e. it was quite obvious from activity plans submitted by the various teams, and from interviews with project staff, that "the community component" was indeed suffering, and that extremely high "effectiveness" was not often to be found. The overall moderate ratings, and indeed, their pattern, did fit quite well with other available data.

2. Training Outcomes

Q-7 Overall, how effective did the respondents find their EGO training?

Overall, the EGO respondents rated their EGO training "somewhat effective", with a mean "overall effectiveness" rating of 3.51, on a five point scale (Part III, item 4, EGO Project Participant Survey Questionnare, Appendix A, p. 359).

Q-8 About how much of their training did the EGO respondents actually use?

2. Training Outcomes...

(Q-8) About a third of the respondents (33%) indicated they used "more than half"" of the EGO training they received (Part III, item 1, EGO Questionnaire, Appendix A, p. 359).

Q-9 About how much of their EGO training do the respondents continue to use?

Also about a third (36%) of the EGO respondents reported continued use of their EGO training (Part III, item 2, EGO Questionaire, Appendix A ,p. 359).

Q-10 What training topics did the EGO respondents find most useful?

The EGO respondents gave "moderate" ratings when indicating the usefulness of five of the major topics on which they were trained. As can be seen in table 0.2, p. 38, the topics rated highest and "lowest" were: "Importance of Continuous Efforts to Reduce Sex Bias" and "Laws and Regulations for Reducing Sex Stereotyping/Sex Bias", with mean effectiveness ratings of 3.58 land 3.25, respectively, on a five point effectiveness scale (see Part III, items 3.1 thru 3.5 of the EGO Questionnaire, Appendix A, p. 359).

Discussion

Effectiveness ratings immediately following a training session are typically higher than the 3.5 ("somewhat effective") ratings noted here, but remember, some of these ratings are being given years (up to five years) after the training sessions.

A little more disappointing is the relatively small percentage of EGO respondents reporting that they actually

Table 0.2

Five Major EGO Training Topics And Mean Effectiveness Ratings[a]

EGO TRAINING TOPIC	MEAN EFFECTIVENESS
1) Importance of Continuous Efforts to Reduce Sex Bias	3.58
2) Various Strategies for Reducing Sex Stereotyping and Sex Bias	3.53
3) Effects of Language Bias on Vocational Course Enrollment	3.38
4) Effects of Sex Bias and Stereotyping on Vocational Programs	3.38
5) Laws and Regulations for Reducing Sex Stereotyping/Sex Bias	3.25

a) Effectiveness ratings of 162 EGO respondents on a five point "effectiveness" scale.

2. Training Outcomes...

Discussion...

used a great deal of their training (i.e. more than fifty percent). Just about a third (33%) reported usage at that high a level. On the other hand, continued use at high levels was reported by about the same percentage. Thirty-six percent of the respondents reported continued use of their EGO training.

What seems curious about the training topics, was not so much the "moderately useful" ratings they received, but rather the narrowness of the range, i.e. a high mean of 3.58 (for Importance of Continuous Efforts) to a low mean of 3.25 (for Laws and Regulations).

3. Attitude/Knowledge Outcomes

Q-11 What was the "attitude toward sex equity programs" among the EGO respondents?

The EGO respondents "attitude toward sex equity programs", as measured in this study, was quite positive, with a mean attitude score of 3.31 on a four point attitude scale (Part VI, items 1.1 thru 1.8, EGO Questionnare, Appendix A, p. 362).

Q-12 What was the "attitude toward women" among EGO respondents?

Again, the EGO respondents "attitude toward women" was quite positive with an average score of 3.47 on a four point (Part VI, items 3, 5, 7, 9, 11, EGO Questionnaire, Appendix A, p. 363).

3. Attitude/Knowledge Outcomes...

Q-13 **What was the "knowledge level" regarding sex equity issues among the EGO respondents?**

As measured in this study, the "knowledge level" was more modest, with the average respondent answering between three and four items out of six, correctly, for a mean number correct score of 3.54 (or 59%) (Part VI, items 2, 4, 6, 8, 10, 12, EGO Questionnaire, Appendix A, p. 363).

Discussion

All three measures in this section are somewhat suspect because of their brevity. They range in length from five items, for the attitude toward women scale, to eight items, for the attitude toward sex equity scale. The intent only was that extreme differences might be mapped, and that general trends might be outlined. The differences found for Hawaii and to some extent Kauai districts (see Table 1.3, p. 70), and for female respondents (see Table 5.3, p. 194) somewhat validate this use. but again, results based on scales this brief should be interpreted with care.

4. Activity Outcomes

Q-14 **What activities were utilized to increase awareness of sex bias and to reduce sex biased procedures and practices?**

The data in column 2 in Table 0.4, p. 41, indicate that Registration Curriculum Activities, Recognition of Nontraditional Students, Review/Revise Sexist Language, and Mini-Workshops for Faculty were the activities

Table 0.4

Frequency and Percentage of EGO Respondents Reporting Use of Various Activities, and Mean Activity Effectiveness in Increasing Awareness and Reducing Sex Biased Practices in the Schools

	Respondents Using		Mean Effectiveness	
EGO ACTIVITY	N	%	Increase Awareness	Reduce Sex Bias
1) Conduct registration and/or curriculumn awareness activities for "nontraditional" occupations	127	78%	4.88	4.54
2) Recongnize/publicize students in courses not traditional to their sex (e.g. females in auto mechanics, males in shorthand, etc.)	108	67%	4.97	4.76
3) Review/revise all printed materials to eliminate language bias	103	64%	5.11+	5.02++
4) Conduct EGO mini-workshops for school faculty	101	62%	4.81	4.54
5) Include information on "non-traditional" occupations at pre-registration orientation	93	57%	4.95	4.76
6) Feature speakers from occupations not traditional to their sex (e.g. female welder, male nurse, etc.)	92	57%	5.32+++	4.72
7) Produce sex equity materials (brochures, flyers, etc.)	91	56%	5.05	4.70
8) Use EGO mini-sessions containing sex role exercises for students (e.g. "Cinderella and Prince Charming")	83	51%	5.06	4.29-
9) Conduct pre-registration tours of voc. tech. shops	80	49%	5.23++	4.80
10) Emphasize "non-traditional" vocational opportunities at open house	64	40%	4.98	4.66
11) Arrange for media/promotional activities (e.g. exhibits, local newspapers, etc.	58	36%	5.07	4.83+
12) Conduct sex equity poster contest	45	28%	4.19---	3.85---
13) Make presentations to community groups	22	14%	4.64--	4.29--
14) Pair students enrolling in "nontraditional" occupational courses	12	7%	4.81-	5.08+++

+) third most effective
++) second most effective
+++) *most* effective

-) third least effective
--) third least effective
---) *least* effective

4. Activity Outcomes...

(Q-14) reported most used by EGO respondents (at 78%, 67%, 64%, and 62%, respectively), and Pairing Students, Community Presentations, Poster Contests and Media presentations were the least used (at 7%, 14%, 28%, and 36%, respectively).

Q-15 How effective were the various activities in increasing awareness of sex bias in the schools?

The data in column 3 of Table 0.4 indicate that for the respondents who used the various activities, Speakers from Nontraditional Occupations, Pre-Registration Tours, and Review/Revise Sexist Language were the activities found to be most effective in "in increasing awareness of sex bias", with mean ratings of 5.32, 5.23, and 5.11, respectively, on a seven point "effectiveness" scale. Least effective were Poster Contests, Community Presentations, Pairing Students, and Mini-Workshops for Faculty, with mean ratings of 4.19, 4.64, 4.81, and 4.81, respectively.

Q-16 How effective were the various activities in reducing sex biased procedures and practices in the schools?

The data in column four of Table 0.4 indicate that for the respondents who used the various activities, Pairing Students, Review/Revise Sexist Language, and Media Presentations were found to be the activities most effective in reducing sex biased procedures and practices in the schools, with mean effectiveness ratings of 5.08, 5.02 and 4.83, respectively, on the seven point "effectiveness" scale. The activities found to be "least" effective in reducing sex biased procedures and practices were: Poster Contests, Community, Community Presentations, and Mini-Sessions for Students, with mean effectiveness ratings of 3.58, 4.29, and 4.29, respectively.

4. Activity Outcomes...

Discussion

Unfortunately, the activity reported most used (Conducting Registration/Curriculum Awareness Activities) was worded so generally that it does not provide much useful information. Quite useful information was provided, however, by the high effectiveness ratings given the Nontraditional Speaker Activity, i.e. this activity was found to be the most useful (of the fourteen listed) in increasing awareness of sex bias in the schools, followed by Conducting Pre-Registration Tours, and by Reviewing/Revising Sex Biased Language. The three activities judged to be least effective in "increasing awareness" were the three least used, i.e. Pairing Students, Community Presentations, and Poster Contests.

The activity found most effective in reducing sex biased procedures and practices, interestingly enough, was reported to be the least used, i.e. Pairing Students Enrolling in Nontraditional Occupational Courses". The next most effective activity in reducing sex biased procedures and practices was Review/Revise Sexist Language, followed by Media Presentations. The single activity to be rated as highly effective in both increasing awareness of sex bias and actually reducing sex biased procedures and practices was the Review/Revision of Printed Materials to Eliminate Language Bias, happily an activity used by nearly two-thirds of the respondents.

5. Participant Suggestions

Q-17 What suggestions did the EGO respondents offer/endorse to help the project office serve the teams more effectively?

The data in table 0.5, p. 44, indicate that the suggestion endorsed most frequently, by nearly two-thirds of the respondents (62%), was "Disseminate

Table 0.5

Frequency and Percentage of EGO Respondents Endorsing Various Changes in the EGO Project's Service to Teams

SUGGESTIONS FOR CHANGE	EGO RESPONDENTS (N)	%
1) Disseminate relevant posters, audio-visual, etc. for classroom use	101	62%
2) Provide classroom instruction materials on sex equity	72	44%
3) Maintain close contact with the Team	69	43%
4) Make school visitations	53	33%
5) Do mid-year follow-up	46	28%

5. Participant Suggestions...

(Q-17) Relevant Materials for Classroom Use, and the suggestion endorsed next most frequently was Provide Classroom Instructional Materials (44%); while the suggestion getting the least overall endorsement (28%) was Do Mid-Year Follow-Up.

Discussion

The message seems clear, what the majority of the EGO respondents indicate they want (and need) from the EGO Project is "material" support, both support materials (such as posters, etc.) and instructional materials as well. And as we shall see in Section 4, p. 181, this need is endorsed by administrators and counselors, not just vocational teachers.

6. Enrollment Change

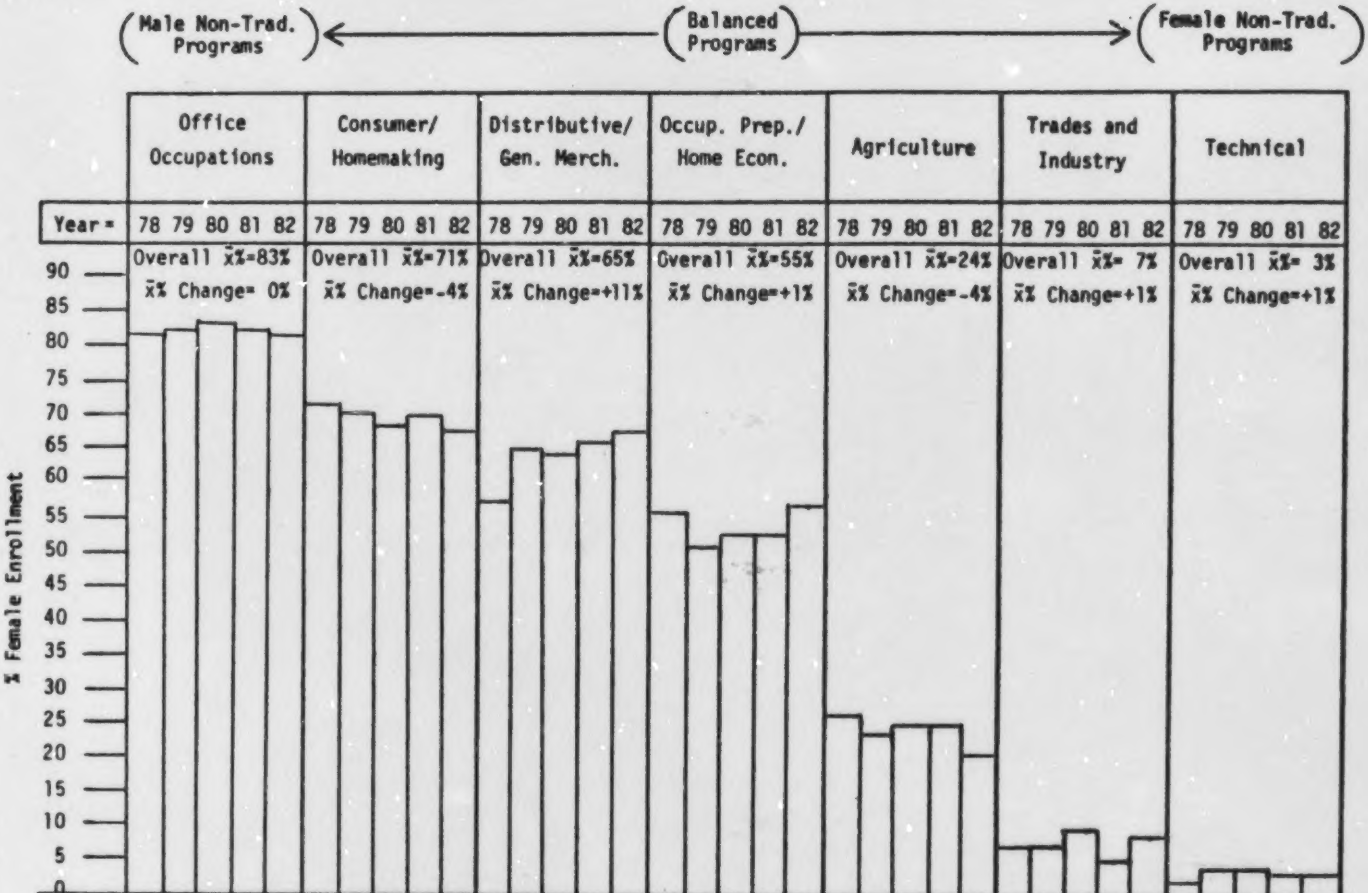
Q-18 To what extent did the overall DOE secondary Nontraditional Vocational Education Program Change during the first five years of the EGO Project?

In Table 0.6a, p. 46, female (and, by inference, male) enrollment data are summarized for all secondary vocational education programs (grades 9-12) for the first five years of the EGO Project. Note that the programs are organized such that those with high female enrollments (e.g. 83% in Office Occupations) appear on the left (programs nontraditional for males), and those with very low female enrollments (e.g. 3% in technical programs) appear on the right (programs nontraditional for females). Note also that only one program (Occupational Preparation/Home Economics, at 55% female enrollment) currently approximates "sex equity", i.e. is nearly evenly represented by both male and female students.

Table 0.6a

Percent Female Enrollment in Secondary Vocational Education Programs (Grades 9 - 12)

Hawaii D.O.E., Fall 1978 - 1982[a]



Enrollment	Year	% Female	Female	Total
Office Occupations	78	82%	9,515	11,633
	79	83%	10,005	12,110
	80	84%	10,010	11,962
	81	83%	8,032	9,707
	82	82%	8,640	10,564
Consumer/ Homemaking	78	73%	8,351	11,423
	79	72%	8,856	12,228
	80	70%	8,581	12,201
	81	71%	7,315	10,287
	82	69%	2,991	9,566
Distributive/ Gen. Merch.	78	58%	805	1,383
	79	66%	1,131	1,720
	80	65%	1,351	2,093
	81	67%	1,077	1,597
	82	69%	1,103	1,602
Occup. Prep./ Home Econ.	78	57%	1,174	2,067
	79	52%	1,130	2,161
	80	54%	1,302	2,413
	81	54%	1,114	2,064
	82	58%	1,072	1,846
Agriculture	78	26%	676	2,599
	79	24%	525	2,158
	80	25%	594	2,423
	81	25%	581	2,305
	82	21%	507	2,398
Trades and Industry	78	7%	350	4,798
	79	7%	326	4,478
	80	9%	390	4,567
	81	5%	183	3,681
	82	8%	258	3,281
Technical	78	2%	13	705
	79	4%	20	505
	80	4%	23	611
	81	3%	20	593
	82	3%	9	581

a) Source: Hawaii Department of Education enrollment data files.

6. Enrollment Change...

(Q-18) The relative flatness of the columns within each program category suggests that relatively little change has taken place in the distributions of male and female enrollments over this five year period.

The "largest" change in the directions of sex equity (i.e. decreased female enrollment on the left side of the graph and/or increased female enrollment on the right) was noted for the Consumer/Homemaking Program, a nontraditional male program which gained 4% male (i.e. lost 4% female) enrollment. The only other sex equity gains noted were 1% female enrollment gains in the trades and industry, and technical programs.

These gains were more than offset, however, by the additional 11% female enrollment in the female traditional Distribution/General Merchandizing Program, and by the loss of 4% female enrollment in the traditionally male Aquaculture program.

Discussion

These data indicate that little, if any, overall gain in nontraditional vocational education enrollment took place during the first five years of the EGO Project.

Not finding an increase in nontraditional voc. ed. enrollment at the program level, we might look more closely at the specific courses targeted for change, i.e. those voc. ed. courses with particularly one-sided sex ratios. More specifically, "nontraditional voc. ed. courses" were operationally defined as those regularly offered voc. ed courses with historical enrollments of less than 25% for either sex. A list of the 13 secondary DOE voc. ed. courses with the highest male sex ratios (i.e. female nontraditional courses) and the 12 with the highest female sex rations (i.e. male nontraditional courses) was given in figure 4, p. 21.

Q-19 To what extent did the DOE secondary enrollment change in courses particularly nontraditional by sex during the first five years of the EGO Project?

0. OVERALL FINDINGS...

6. Enrollment Change...

(Q-19) The data in Table 0.6b, p. 49, indicate that 8% of the enrollment in nontraditional male voc. ed. courses was male, 8.2% of the enrollment in nontraditional female voc. ed. courses was female, and 8.1% of the voc. ed. course enrollment was nontraditional. More relevant to the point at hand, however, are the overall percentage change rates (1982-1978). Male enrollments in nontraditional male voc. ed. courses increased 1.4% from fall 1972 to fall 1982. Female enrollment in nontraditional female voc. ed. courses increased 1.3%, while overall, the combined nontraditinal enrollments increased 1%.

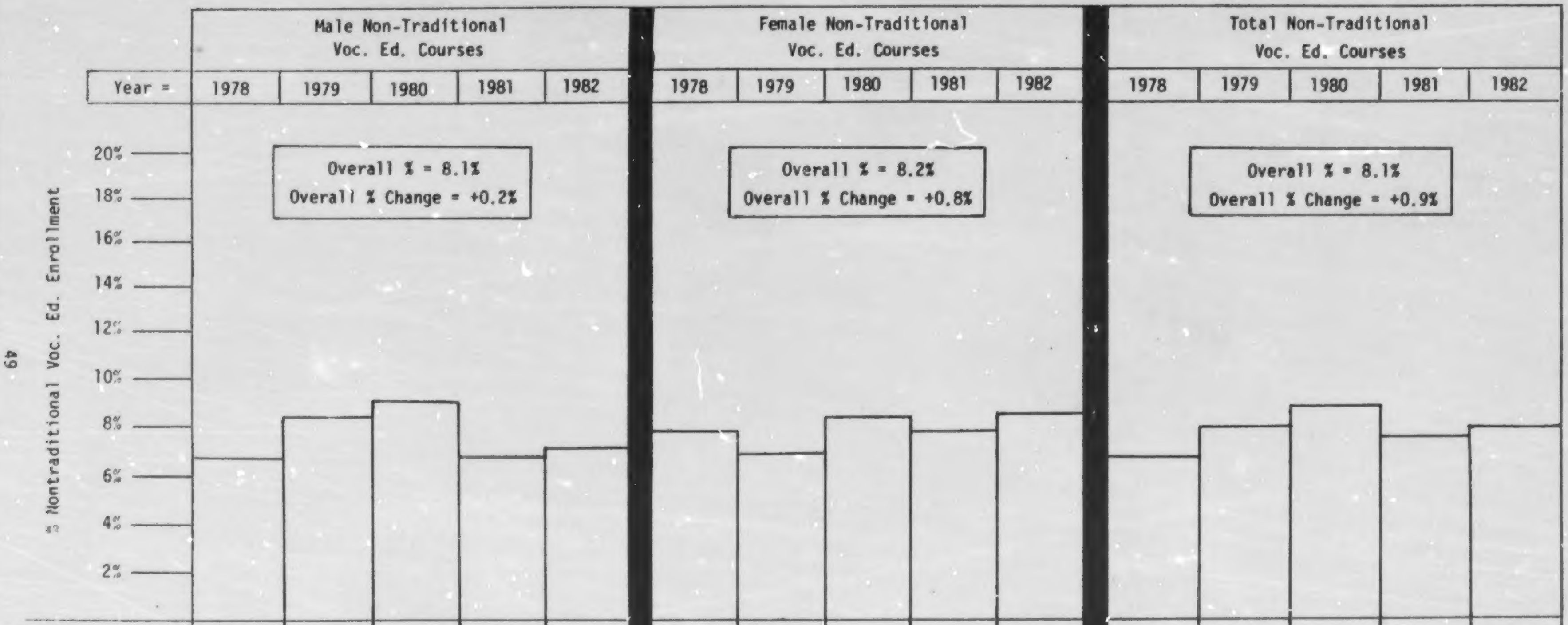
Discussion

Since the EGO Project was *incremental* in nature, focusing on only a few schools in each district each year, a better measure of change than "calander year" enrollment data may be "project year" enrollment data, i.e. combining project year data over the various schools and districts and then comparing those data with *post project* data, i.e. data for the first, second, third, and fourth years after the project. Of course, few schools would be included in the 3rd and 4th post project years, rendering those data somewhat less reliable, but on the other hand, the data for the first two post project years would be not only sufficiently reliable, but particularly relevant post *project* measures.

The data in Table 0.6c, indicate the statewide secondary DOE male nontraditional, female nontraditional, and total nontraditional voc. ed. enrollments for the EGO Project year (black bars) and for each of the four post project years (white bars). Unfortunately, this "more appropriate" measure indicates both less, and in the case of female nontraditional voc. ed. enrollment, less positive change than the broader, calendar year data given in Table 0.6b; nontraditional male "calendar year' data showed a mean gain of +1.4% (from fall 1978 to fall 1982), whereas project years vs average post project year change (over four years) was about half that (+0.7%). Nontraditional female "calendar year" data showed an average gain of +1.3%, whereas a project year vs post project year comparison showed a slight *decline* in nontraditional female enrollment (-0.5%). And total nontraditional "calendar year" enrollment showed an increase

Table 0.6b

Percent MALE, FEMALE and Total NONTRADITIONAL (Fall) Enrollment in a Select Group of Secondary D.O.E. Voc. Ed. Courses[a] for the First Five Years of the EGO Project

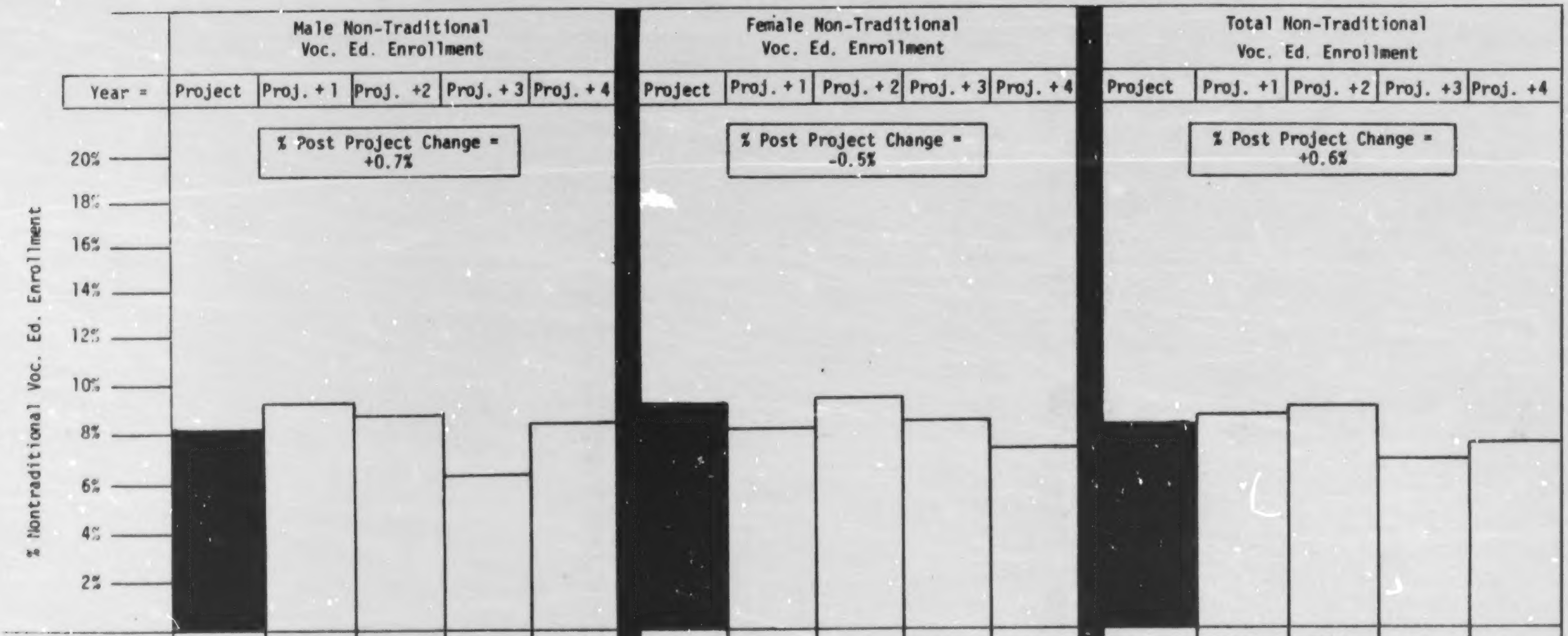


	Male 1978	Male 1979	Male 1980	Male 1981	Male 1982	Female 1978	Female 1979	Female 1980	Female 1981	Female 1982	Total 1978	Total 1979	Total 1980	Total 1981	Total 1982
Total	7025	6989	6576	5300	4885	5027	4944	5080	4913	4971	12,043	11,721	11,659	10,254	9921
Non-Traditional	523	590	614	390	369	399	366	442	396	434	922	956	1,056	794	803
% Non-Traditional	7.4%	8.4%	9.3%	7.4%	7.6%	7.9%	7.4%	8.7%	8.1%	8.7%	7.2%	8.2%	9.1%	7.7%	8.1%

a) Male and female nontraditional voc. ed. courses are listed in Figure 4, p. 21.

Table 0.6c

Percent MALE, FEMALE, and TOTAL NON-TRADITIONAL ENROLLMENT in a Select Group of Secondary D.O.E. Voc. Ed. Courses[a], for the EGO Project Year and Four Post Project Years (1978 - 1982)



	Male Project	Male Proj. + 1	Male Proj. + 2	Male Proj. + 3	Male Proj. + 4	Female Project	Female Proj. + 1	Female Proj. + 2	Female Proj. + 3	Female Proj. + 4	Total Project	Total Proj. + 1	Total Proj. + 2	Total Proj. + 3	Total Proj. + 4
Total	6008	4390	3684	2468	1245	4834	3763	3352	2050	1229	10,915	8303	7031	4562	2481
Non-Traditional	495	425	344	169	111	453	326	322	181	96	948	755	666	350	207
% Non-Traditional	8.2%	9.7%	9.3%	6.8%	8.9%	9.4%	8.7%	9.6%	8.8%	7.8%	8.7%	9.1%	9.5%	7.7%	8.3%

a) Male and female nontraditional Voc. Ed. courses are listed in Figure 4, p. 21.

Discussion...

of 1%, while the average project year vs post project change was +0.7%.

We see, then, that not only general voc. ed. program data, but more specifically, nontraditional voc. ed. course data, and even more specific than that, a project-post project comparison of nontraditional voc. ed. course data, all indicate small change, if any, in male, female, and total nontraditional voc. ed. enrollment during the first five years of the EGO Project.

It may be that the EGO Project activity effects are "delayed" i.e. maybe the "awareness" generated does not affect actual decision making until later, after the high school years. To examine this possibility, enrollment data for all vocational courses in six of the state's seven Community Colleges[a] were examined, by high school or origin, for the fall of three consecutive years: 1980, 1981, 1982.

Q-20 To what extent did consequent nontraditional Community College vocational enrollments change among former DOE students?

These data are given in Table 0.6d, p. 52. Note in section 1 of Table 0.6d that the percentage of former (male) DOE secondary students enrolled in Community College voc. ed. courses nontraditional for males proceded from 4.9% in the fall of 1980 to 3.6% in the fall of 1981 to 3.7% in the fall of 1982, averaging 4.0% overall and showing an overall loss (-1.2% over this period. The percentage of former (female) DOE students enrolled in Community College voc. ed. courses nontraditional for females (section 2 of the Table), however, was 5.6% in 1980, 6.9% in 1981, and 6.2% in 1982, averaging 6.2% overall, and showing a slight overall gain (+0.6%). For both male and female former DOE students combined, the overall percentage to consequently enroll in Community College nontraditional voc. ed. courses was 5.4% in 1980, 5.8% in 1981, and

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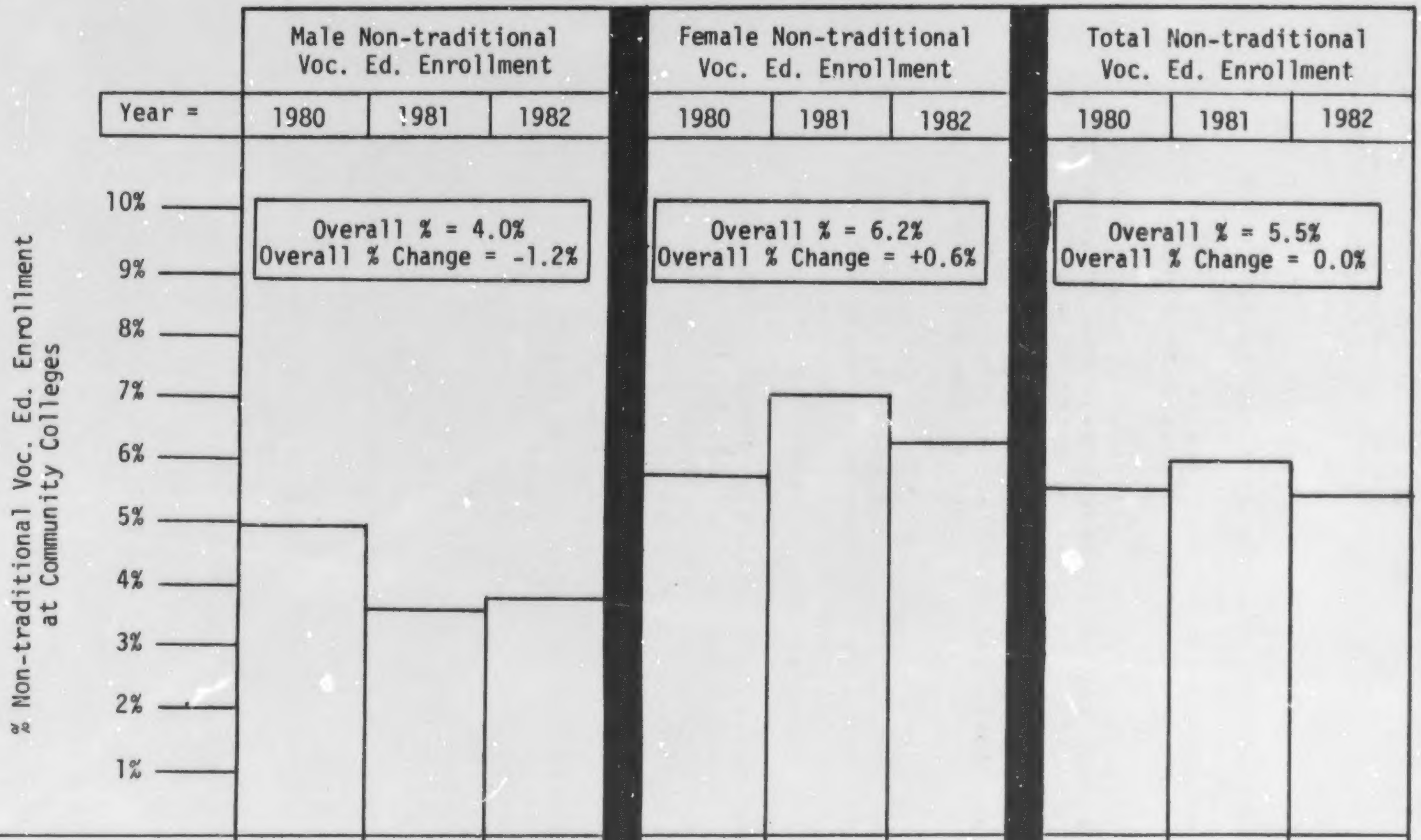
a) Due to logistical difficulties, Hawaii's Community College, (i.e. Big Island data) were not included.

Table 0.6d

Percent Graduated MALE, FEMALE and TOTAL SECONDARY D.O.E. Students Enrolled in Non-Traditional Voc. Ed. Courses at Six U.H. Community Colleges:[a] Fall 1980 thru Fall 1982



	Male Non-traditional Voc. Ed. Enrollment			Female Non-traditional Voc. Ed. Enrollment			Total Non-traditional Voc. Ed. Enrollment		
Year =	1980	1981	1982	1980	1981	1982	1980	1981	1982
Total	1022	1306	1263	2594	2637	2844	3616	3943	4105
Non-traditional	50	47	47	146	181	175	194	229	223
% Non-traditional	4.9%	3.6%	3.7%	5.6%	6.9%	6.2%	5.4%	5.8%	5.4%

[a] Hawaii Community College (Big Island) data are not included.

6. Enrollmen Change...

(Q-20) 5.4% in 1982, for an average 5.5% enrollment, and no average enrollment change (0.0%) over that time period.

Discussion

The consequent Community College voc. ed. enrollment data presented here fail to show any overall change in nontraditional voc. ed. enrollment that might be due to EGO project activities prior to college enrollment[a], although slight improvement in female nontraditional voc. ed. enrollment was noted. Even that, however, was offset by a slight loss of enrollment for males.

7. Overall Findings Summary

Respondents	Over the five years of its existence (since 1978) 329 administrators, counselors, and vocational education teachers were trained via the EGO Project. Of that number, 301 were still employed in some capacity by the Hawaii Department of Education in April of 1983. These were sent EGO Project Survey Questionnaires. Of the 301, 162 useable questionnaires were returned, a completion rate of about 54%.
Team Outcomes	A high percentage of EGO respondents (80%) indicated that mostly the work was shared among team members. Respondents reported their teams to be "moderately successful" at increasing

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a) Independent sex equity activities were undertaken "in some degree", by "various agencies", at "most" of the Community Colleges. These "other" activities were not "controlled for" in this study, a factor that would be more serious had more change in nontraditional enrollment emerged.

Team Outcomes...

awareness of sex bias among teachers and students at their schools (with mean success ratings of 3.35 and 3.14, respectively on a five point scale.

They reported "moderate success" as well, in reducing sex biased procedures and practices (with a mean success rating of 3.27).

They were least successful in increasing awareness "within the community" (with mean effectiveness of 2.26).

Training Outcomes Training Outcomes...

About a third of the respondents (33%) indicated they used "more than half" of the EGO training they received; and about the same percentage indicated they continue to use more than half of that training.

As to the training's "overall effectivenes", the respondents rate it "somewhat effective" (with a mean effectiveness rating of 3.51, on a five point scale), somewhat lower than typical ratings given immediately after a training session is completed.

"Moderate" ratings, as well, were given when rating the "usefulness" of various topics on which they were trained. The "most useful" topics were: The Importance of Continuous Efforts to Reduce Sex Bias, and Various Strategies for Reducing Sex Stereotyping and Sex Bias, with mean usefulness ratings of 3.58 and 3.53, respectively, on a five point "usefulness" scale.

Attitude/ Knowledge Outcomes

Quite positive "attitude toward women" and "attitude toward sex equity programs" scores were received by the project respondents (mean scores of 3.47 and 3.31, respectively, on a four point attitude scale).

On the brief six item "knowledge of sex equity" instrument embedded in the questionnaire, the respondents answered 3.54 items correctly, on the average (i.e. approximately 59%). As we shall see below in

7. Overall Findings Summary...

Attitude/ Knowledge Outcomes...	Section 2 (p. 119), there was a linear relationship between time since training and sex equity knowledge score.
Activity Outcomes	The activities most used by EGO respondents were: Conduct Registration and/or Curriculum Activities (78%), and Recognize/Publicize Nontraditional Students (67%). The activities found most effective in increasing awareness of sex bias in the schools were: Nontraditional Speakers (mean effectiveness rating of 5.32 on a seven point scale), and Pre-Registration Tours (mean effectiveness of 5.23).
Activity Outcomes...	And the activities found most effective in reducing biased procedures and practices in the schools were: Pairing Students and Reviewing/Revising Materials to Eliminate Sexist Language, with mean effectiveness ratings of 5.08, and 5.02 respectively.
Participant Suggestions	The two suggestions EGO respondents endorsed most often both had to do with classroom materials: Disseminate Relevant Posters, Audio-Visuals, etc. for Classroom Use (62%) and Provide Classroom Instructional Materials on Sex Equity (44%).
Enrollment Change	Considering all the secondary vocational education programs in Hawaii's public schools, only one, Occupational Preparation/Home Economics, approximates "sex equity" i.e. is nearly evenly represented by both male and female students (45% and 55%, respectively). Moreover and more central to the present study, relatively little overall change has taken place in the distribution of male and female enrollments over the five years since the EGO Project began. And even when changes in the direction of sex equity were noted (as in the 4% gain in male enrollment in the Consumer/Homemaking Program), they were often offset by changes, sometimes large, away from sex equity (as in the 11% increase in female enrollment in the

7. Overall Findings Summary...

Enrollment Change...

Distributions/General Merchandizing Program (see Table 0.6a, p. 46).

When core nontraditional vocational education courses are considered (rather than "programs"), the overall picture does not change much. For a group of historically nontraditional voc. ed. courses (i.e. 12 courses with less than 25% male enrollment and 13 courses with less than 25% female enrollment) the overall increase in nontraditional enrollment (i.e. males in historically female courses and females in historically male courses) was just 1.0%. Separately, the male nontraditional enrollment increase was 1.4%, and the female nontraditional enrollment increase was 1.3%.

Reasoning that since the EGO Project was "incremental" in nature, i.e. since it focused on only a few schools in each district each year, a better measure of change than "calendar year" enrollment data would be "project year" enrollment data, i.e. combining project year data over the various schools and districts, and then comparing those data with "post-project" data, i.e. data for the first, second, third, and fourth years after the project and/or a combined post-project figure. Unfortunately, this "better measure" indicated both less, and in the course of female nontraditional voc. ed enrollment, less positive change, i.e. nontraditional male "calendar year" data showed a mean gain of +1.4% (from 1978 to 1982), whereas "project year" vs post project year change over four years was about half that (+0.7%). Nontraditional female "calendar year" data showed an average gain of +1.3%, whereas a "project year" vs post project year comparison showed a slight decline in nontraditional female enrollment (-0.5%). And total nontraditional "calendar year" enrollment showed an increase of 1%, while the average project year vs post project change was +0.7%.

7. Overall Findings Summary...

Enrollment Change...

Reasoning that EGO Project activity effects on enrollment might be "delayed" somewhat, the Community College enrollment data of former DOE secondary students were analyzed for 1980, 1981, and 1982, i.e. the male nontraditional, female nontraditional, and total nontraditional voc. ed. enrollments. Simply subtracting the percentage of nontraditional Community College enrollment of former DOE students in 1980 from the 1982 figures, a loss of 1.2% in male nontraditional enrollment, a slight gain of 0.6% in female nontraditional enrollment, which averaged out to no change (0.0%) in the nontraditional voc. ed. Community College enrollment of former DOE students for the period in question (fall 1980 thru 1981).

Briefly, little change in secondary male, female, or total nontraditional vocational education enrollment was noted, at the program level, at the course level using "calendar year" comparison, or using combined project year vs post project year comparisons. Nor was any overall nontraditional vocational education enrollment change noted for former secondary DOE students consequently enrolled in six of the state Community Colleges, fall 1980 to fall 1982.

1. SCHOOL DISTRICT

1. SCHOOL DISTRICT

In this section, data relevant to the study's "questions for evaluation" (Figure 3, p. 17) are presented for the state's seven school districts. As above, they are grouped into the following general categories:

page

0 EGO Respondents------------------ 60

1 Team Outcomes-------------------- 60

2 Training Outcomes---------------- 65

3 Attitude/Knowledge Outcomes------ 71

4 Activity Outcomes---------------- 73

5 Participant Suggestions---------- 87

6 Enrollment Change---------------- 91

7 School district Summary---------- 102

0. Respondents

Q-1 How many EGO Participants from the various School Districts responded to the Survey Questionnaire?

The data in Table 1.0 indicate that, Central and Hawaii Districts had the highest representation (32 respondents each) while Kauai had the lowest (12). The overall mean number of EGO respondents per district was 23, while the mean for Oahu districts (Honolulu, Central, Leeward and Windward) was approximately 25, and for the neighbor island districts (Hawaii, Maui, and Kauai) it was 21.

Table 1.0

Frequency and Percentage of EGO Respondents

by School District

SCHOOL DISTRICT	N	%
1. HONOLLULU	25	15%
2. CENTRAL	32	20%
3. LEEWARD	24	15%
4. WINDWARD	18	11%
5. HAWAII	32	20%
6. MAUI	19	12%
7. KAUAI	12	7%
TOTALS	162	100%

1. Team Outcomes

Q-2 Within the various districts, to what extent did the EGO participants report work was shared on the EGO teams?

The sharing of work on EGO teams was reported most often by respondents from Hawaii district (100%, N=32), and least often by respondents from Kauai district (58%,

1. Team Outcomes...

(Q-2) (p. 62), which also shows that over all seven districts, 80% reported shared work, and that Hawaii's 100% was significantly higher than all other districts, and that both Honolulu and Leeward districts reported significantly more "shared work" than Windward and Kauai districts.

Q-3 Within the various districts, how successful did the EGO participants feel their teams were in increasing awareness of sex bias "among the teachers"?

The data in column 2, Table 1.1 (p. 62) indicate that overall, the respondents felt they were "somewhat" successful in increasing awareness of sex bias among the teachers at their schools, i.e. they rated the increased awareness of teachers 3.35 on a 5 point "success in increasing awareness of sex bias" scale.

The success ratings ranged from 3.17 for Kauai district to 3.58 for Maui district. None of the differences among the various districts, however, were large enough to reach statistical significance, i.e. the respondents from each of the districts rated their teams success in "increasing awareness of sex bias among the teachers at their school to be about the same, "somewhat" successful.

Q-4 Within the various districts, how successful did the EGO participants feel their teams were in increasing awareness of sex bias "among students"?

The data in column 3 of Table 1.1 (p. 62) indicate that overall, the respondents felt they were slightly less successful in increasing awareness of sex bias among students than they were among teachers, i.e. the overall mean "success for students was 3.14, while it was 3.35 for teachers. It should be noted however, that this difference is small, not large enough to reach statistical significance.

Table 1.1 Ego Team Outcomes by School District

EGO TEAM OUTCOMES

	(1)	(2)	(3)	(4)	(5)
SCHOOL DISTRICT	Work Shared	Increased Awareness[a] Among. . .			Reduce Bias [a]
		Teachers	Students	Community	
	(n) %	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
1. Honolulu	(22) $88\%^{4,7}$	(25) 3.20	(25) 3.04	(23) 2.04	(24) 3.08
2. Central	(22) 69%	(30) 3.50	(30) 3.30	(29) 2.31	(31) 3.29
3. Leeward	(21) $88\%^{4,7}$	(24) 3.33	(23) 3.13	(21) 2.43	(23) 3.17
4. Windward	(11) 61%	(18) 3.28	(18) 3.11	(16) 2.13	(18) 3.22
5. Hawaii	(32) $100\%^{1,2,3,4,6,7}$	(31) 3.32	(31) 3.00	(30) 2.27	(31) 3.42
6. Maui	(14) 74%	(19) 3.58	(18) $3.50^{1,5,7}$	(17) 2.35	(18) $3.67^{1,7}$
7. Kauai	(7) 58%	(12) 3.17	(12) 2.83	(12) 2.33	(12) 2.83
Totals	(129) 80%	(157) 3.35	(157) 3.14	(148) 2.26	(157) 3.27

a) Scale ranges from "1" (NOT AT ALL) thru "3" (SOMEWHAT) to "5" (VERY MUCH SO)

1-7) Numerical superscript indicates a district with a significantly lower percentage and/or mean (x^2 or t, with at least $p<.05$)

1. Team Outcomes...

(Q-4) The "success" ratings in column 3 ranged from 2.83 for Kauai district to 3.50 for Maui district. The only differences large enough to reach statistical significance, however, were between Maui and Honolulu, Maui and Hawaii, and Maui and Kaui districts. In each case, Maui reported (statistically) significantly more success in "increasing awareness of sex bias among students".

Q-5 Within the various districts, how successful did the EGO participants feel their teams were in increasing awareness of sex bias "in the community?

In column 4 of Table 1.1 (p. 62), we find the lowest overall mean so far, i.e. the EGO respondents rated their success in "increasing awareness of sex bias in the community" 2.26 on the same five point "success" scale as used above.

They tended to feel they were "less than somewhat successful" in this area; moreover, the scores were all less than 2.50, varying from 2.04 for Honolulu, to 2.43 for Leeward district. None of the district ratings, however, differed significantly from the others.

Q-6 Within the various districts, how successful did the EGO respondents feel their teams were in reducing biased procedures and practices within the school?

The data in column 5 of Table 1.1 (p. 62) indicate that overall, the EGO respondents felt "somewhat successful" in reducing biased procedures and practices, giving a mean "success" rating of 3.27 on the same five point success scale as used above.

The mean district ratings ranged from a low of 2.83 for Kauai to a "high" of 3.67 for Maui. The only district means to differ siguificantly were Maui and Honollulu (3.67 and 3.08, respectively) and Maui and Kauai (3.67 and 2.83, respectively).

1. SCHOOL DISTRICT...

1. Team Outcomes...

Discussion

In this section data on several "team outcomes" were presented for each of the seven DOE school districts; i.e. data on how much their teams shared the work; on how effective they saw their efforts to increase awareness of sex bias among students, among teachers and within the community; and on how effective they saw their efforts to reduce sex biased procedures and practices in the schools (see Table 1.1, p. 62).

Sharing the Work

Overall, 80% of the respondents reported the work was pretty much shared among team members. Hawaii district respondents, however, were unanimous, i.e. 100% reported such sharing (significantly more than are any other district). And Honolulu and Leeward districts reported significantly more shared work than either Windward or Kauai districts. We will see later that shared work among team members was related to at least some aspects of perceived team effectiveness but not to effectiveness, use, or continued using EGO training; or to attitude/knowledge of sex equity issues.

Increasing Awareness

The respondents from Maui district reported significantly more effectiveness in increasing awareness among students than respondents from Honolulu, Hawaii, or Kauai districts. These were the only significant effectiveness differences among districts in increasing awareness of sex bias among students. There were no significant district differences in perceived effectivenses "among teachers" vs "within the community".

Reducing Bias

Again, respondents from Maui district were the only ones to report significantly more effectiveness in reducing biased procedures and practices in the schools. They reported

1. Team Outcomes...

Discussion...

significantly higher effectiveness scores than did respondents from Honolulu or Kaui districts.

Maui's perceived effectiveness rates gain some support from other nontraditional enrollment patterns. While not showing large gain (a combined pre-post mean of +3.19, over the 5 years of the project), it was the second highest of all seven districts (see Table A-16 of Section VI p. 337).

2. Training Outcomes

Q-7 Overall, how effective did the respondents in the various districts find their EGO training?

The data in column 1 ot Table 1.2 (p. 66) indicate that across all districts the respondents felt their EGO training was slightly better than "somewhat effective, i.e. the mean overall effectiveness rating was 3.51 on a five point "effectiveness" scale, which ranged from "not effective" (1) to "very effective" (5).

The district "effectiveness "ratings ranged from 3.09 for Kauai to 3.82 for the Windward district. The only differences among the district mean ratings large enough to reach statistical significance were the differences between the Windward rating (3.82) and the Kauai rating (3.09).

Q-8 About how much of their training did the EGO respondents in the various districts actually use?

As the data in column 2 of Table 1.2 (p. 66) indicate, that about a third of the respondents reported using

Table 1.2 Ego Training Outcomes by School District

EGO TRAINING OUTCOMES

SCHOOL DISTRICT			(1) Overall Effectiveness[a]	(2) Greater than 50% Used	(3) Greater than 50% Still Used	(4) Usefulness of EGO Training Topics[b]	(5)	(6)	(7)	(8)
						Cont. Efforts	Reduce Stereo.	Language Bias	Effects on Voc. Ed.	Laws/Regs.
District	N	%	$\bar{x}$	%	%	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1. Honolulu	25	15%	3.61	20%	32%	3.43	3.42	3.17	3.18	3.13
2. Central	32	20%	3.54	$44\%^{\underline{6},\underline{7}}$	44%	3.81	$3.71^{\underline{7}}$	$3.63^{\underline{1},\underline{7}}$	3.53	3.39
3. Leeward	24	15%	3.30	33%	33%	3.57	3.59	3.55	3.39	3.23
4. Windward	18	11%	$3.82^{\underline{7}}$	$61\%^{\underline{5},\underline{6},\underline{7}}$	33%	3.53	3.76	3.56	3.41	3.59
5. Hawaii	32	20%	3.55	34%	$44\%^{\underline{7}}$	3.58	3.50	3.32	3.29	3.25
6. Maui	19	12%	3.39	21%	37%	3.67	3.44	3.26	$3.72^{\underline{1},\underline{7}}$	3.11
7. Kauai	12	7%	3.09	8%	17%	3.27	3.00	2.82	3.00	2.91
Totals	162	100%	3.51	33%	36%	3.58	3.53	3.38	3.36	3.25

a) Scale ranges from "1" (NOT EFFECTIVE) thru "3" (SOMEWHAT EFFECTIVE) to "5" (VERY EFFECTIVE).

b) Scale ranges from "1" (NOT AT ALL USEFUL) thu "3" (MODERATELY USEFUL) to "5" (VERY USEFUL).

1-7) Numerical superscript indicates a district with a significantly lower mean and/or percentage (t or x^2, with at least $p<.05$).

(Q-8) more than half of their EGO training. The district percentages varied from a high of 61% for the Windward district to a low of 8% for the Kauai district.

The Windward percentage of 61% was significantly greater than the the percentages of each of the Neighbor Island districts, i.e. significantly greater than Hawaii's 34%, than Maui's 21%, and than Kauai's 8%. Central district respondents, too, reported a significantly greater percentage of "using more than 50% of their EGO training" than two of the neighbor island districts, Maui and Kauai (44% vs 21% and 8%, respectively).

Q-9 About how much of their EGO training do the respondents in the various districts continue to use?

As indicated in column 3 of Tale 1.2 (p. 66, roughly the same overall percentage of respondents reported "still using more than 50% of their EGO training " or reported "using more than 50% of their EGO training" (36% and 33%, respectively).

The district percentages continuing to use more than fifty percent of their EGO training ranged from 17% for Kauai to 44% for the Hawaii and Central districts. The only district difference large enough to reach statistical significance was the difference between Hawaii 44% and Kauai's 8%.

Q-10 What training topics did the respondents from the various districts find most useful?

Respondents were asked to rate the usefulness of five important topics or areas covered in their EGO training. In columns 4 thru 8 of Table 1.2 (p. 66), we see their overall ratings ranged from 3.58 for the "Importance of Continuous Efforts to Reduce Sex Bias" topics, to 3.25 for "Laws and Regulations for Reducing Sex Stereotyping/Sex Bias". We see then that all the

(Q-10) overall ratings fell in the "moderate" range of the five point usefulness scale.

There were no significant mean differences among the "usefulness" ratings given by the various districts for the two topics first mentioned. For the second "most useful" topic, however, "Various Strategies for Reducing Sex Stereotyping and Sex Bias", the district mean ratings ranged from Kauai's 3.00 to Windward district's 3.76, and both Windward's 3.76 rating and Central's 3.71 rating were significantly greater than the 3.00 usefulness rating given by Kauai district respondents.

The usefulness ratings on the "Effects of Language Bias" topic ranged from 2.82 for Kauai to 3.63 for Central district, and the only differences among the district means to reach statistical significance were: Central district's 3.63 rating was significantly higher than Honolulu's 3.18 and Kauai's 2.82.

The overall usefulness rating given the "Effects of Sex Bias and Stereotyping on Vocational Programs" topic was 3.38 (the same as that given "Effects of Language Bias") and the mean district ratings ranged from 3.00, again for Kauai, to 3.72 for Maui. The Maui rating in fact was significantly higher than the ratings given by Honolulu (3.18) and by Kauai (3.00).

Discussion

In this section, data on various outcomes of EGO training were presented for each school district, i.e. data on overall effectiveness, on extent training was used, on the extent of its continued use, and on the usefulness by selected training topics (see Table 1.2, p. 66).

Overall Effectiveness

Respondents from all districts rated their EGO training "somewhat effective", the simple exception being the Windward respondents whose ratings were significantly higher than the ratings given by the Kauai respondents, typically, ratings

2. Training Outcomes...

Discussion...

elicited immediatly after training sessions are higher, to appreciably higher, than these.

Extent Used

High useage of EGO training was reported by about a third of the respondents. Windward district respondents, and to a lesser extent those from Central district, reported significantly more use.

Continued Use

Continued high use was reported by approximately the same percentage of respondents (36%), with only Hawaii district respondents reporting significantly more, i.e. significantly more than Kauai (44% vs 17%, respectively).

On the one hand, the similar "use" and "continued use" ratings if valid, represent a quite positive outcome, indicating, essentially, sustained effects of the training. The extent of the "use" (and "continued use") indicated, however, is troublesome. If only one in three of the trainees use or continue to ues very much of the training...is that enough?

Topic Usefulness

Moderate usefulness was reported for essentially all topics, with mean ratings ranging from 3.25 for the Laws and Regulations" topic to 3.58 for the "Continuous Efforts" topic. The only significantly distinct differences were that the Honolulu and Kauai respondents reported significantly lower ratings than Central or Leeward or Maui districts, on various topics.

Table 1.3 Ego Participant Attitude/Knowledge Level by School District

EGO PARTICIPANT ATTITUDE/KNOWLEDGE LEVEL

SCHOOL DISTRICT			Attitude Toward Sex Equity Programs[a]			Attitude Toward Women[a]			Knowledge of Sex Equity Issues[b]		
Respondents from:	N	%	(1) N	(2) SD	(3) $\bar{x}$ rating	(4) N	(5) SD	(6) $\bar{x}$ rating	(7) N	(8) SD	(9) Correct $\bar{x}$ ($\bar{x}$%)
1. Honolulu	25	15%	22	0.48	3.36	22	0.49	3.55[5]	25	1.57	3.32 (55%)
2. Central	32	20%	31	0.45	3.40[5]	31	0.48	3.52[5]	32	1.38	3.66 (61%)
3. Leeward	24	15%	23	0.49	3.34	23	0.57	3.50[5]	24	1.38	3.92[7] (65%)
4. Windward	18	11%	18	0.40	3.46[5]	18	0.37	3.69[5]	18	1.20	3.83[7] (64%)
5. Hawaii	32	20%	32	0.52	3.11	32	0.63	3.17	32	1.33	3.31 (55%)
6. Maui	19	12%	19	0.59	3.35	18	0.36	3.60[5]	19	1.29	3.68 (61%)
7. Kauai	12	7%	12	0.36	3.22	12	0.40	3.48	12	1.08	2.92 (49%)
Totals (for all respondents)	162	100%	157	0.49	3.31	156	0.52	3.47	162	1.36	3.54 (59%)

a) Range from "-4" (complete disagreement) thru "0" (no agreement) to "+4" (complete agreement) with "Sex-equity program" or "women" issues. Negatively phrased statements were transposed before scoring.

b) Ranges from "0" (no knowledge items correct) to "6" (all knowldge items correct).

5) Numerical superscript indicates Hawaii district (#5) had a significantly lower mean rating (t. with at least $p < .05$).

3. Attitude/Knowledge Outcomes

Q-11 What was the "attitude toward sex equity programs" among the EGO respondents in the various districts?

On a brief, eight item "attitude toward sex equity programs" scale, the overall agreement with pro sex equity program statements was quite high, i.e. 3.31 on a 4 point scale (see column 3 of Table 1.3, p. 70). The mean scores among the various districts ranged from 3.11 for Hawaii to 3.46 for the Windward districts, with both the Windward and Central districts reporting significantly higher "attitude toward sex equity programs" than the Hawaii district, 3.46 and 3.40 vs 3.11, respectively.

Q-12 What was the "attitude toward women" among EGO respondents in the various districts?

On a brief "attitude toward women" scale, the overall agreement with "pro women" statements was again high, i.e. 3.47 on the four point scale (see column 6 of Table 1.3, p. 70). The mean scores among the various districts ranged from 3.17 for Hawaii district to 3.69 for Maui district. All districts except Kauai obtained significantly higher "attitude toward women" scores than Hawaii district.

Q-13 What was the "knowledge level" regarding sex equity issues among the EGO respondents in the various districts?

On a brief "knowledge test" embedded in the questionnaire, the overall mean number of items answered correctly was 3.54 out of a possible 6 (see column 9 of Table 1.3, p. 70). The mean number of correct responses varied from 2.92 for Kauai district to 3.92 for Leeward. Both Leeward and Windward respondents scored significantly higher mean "knowledge of sex

(Q-13) equity" scores than did the respondents from Kauai district (3.92 and 3.83 vs 2.92).

Column 9 also shows the "mean percentage correct" ($\bar{x}\%$) for each district, i.e. the mean number of correct items divided by the total number of correct items (N=6). In this column we see that the "highest" knowledge level, Leeward with a $\bar{x}=3.92$, translates to an average 65% of the items correct and the "lowest" Kauai' $\bar{x}=2.92$, translates into an average 49% of the items correct. The overall mean ($\bar{x}=3.54$) indicates that over all seven districts, less than 60% of the sex equity items were answered correctly ($\bar{x}=59\%$).

Discussion

In this section, data on EGO respondent attitudes and knowledge were presented: attitude toward sex equity programs, attitude toward women, and knowledge of sex equity issues (see Table 1.3, p. 70).

Attitude Toward Sex Equity Programs

The attitude toward sex equity programs, as measured in this study, was quite positive for all districts (with an overall mean of 3.31 on a five point scale). The respondents from Hawaii district scored significantly lower attitude scores than either Central or Windward district respondents.

Attitude Toward Women

The attitude toward women, too, was quite positive (overall mean of 3.47 on the five point scale, with Hawaii district respondents scoring significantly lower than the respondents from all other districts, except Kauai.

Knowledge of Sex Equity Issues

The overall knowledge of sex equity issues was not high, at least as measured by the sex item "knowledge test". Across districts

3. Attitude/Knowledge Outcomes...

Discussion...

the average number of correct responses was 3.54 (or 59%). Only Kauai reported a significantly lower score, i.e. significantly lower than reported in the Windward and Leeward districts.

Summary

High attitudes toward sex equity programs and toward women, and moderate sex equity knowledge levels, then, were reported by all districts, with some significant, between district differences, most notably with Hawaii respondents reporting lower attitudes, and Kauai respondents reporting lower knowledge of sex equity issues.

4. Activity Outcomes

Q-14 Among the various districts, what activities were utilized to increase awareness of sex bias and to reduce sex biased procedures and practices?

The "totals" data in Table 1.4a, p. 74, indicate that overall, the most frequently used EGO activities were: Registration and Curriculum Activities, Recognition of Nontraditional Students, Review/Revision of Sexist Language, and Mini-Workshops for Faculty, all of which were reported by more than 60% of the participants. The least used activities, overall, included: Pairing Students Enrolling in Nontraditional Courses, Community Presentations, and Poster Contests, all of which were reported by less than 30% of the respondents.

The most frequently used activities reported by Honolulu district respondents were: Registration/Curriculum

Table 1.4a Percent Ego Activities Used by School District

SCHOOL DISTRICT			EGO ACTIVITIES 1)^{a} Registr./Curr. Act.	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %
Honolulu 1	25	15%	(22) 88%	(15) 60%	(18) 72%^{4}	(21) 84%^{2,3,6}	(11) 44%	(12) 48%	(12) 48%	(13) 52%	(8) 32%	(12) 48%	(10) 40%^{3}	(10) 40%	(1) 4%	(1) 4%
Central 2	32	20%	(30) 94%^{3,5,6,7}	(26) 81%^{4,5,7}	(25) 78%^{4,6}	(15) 47%	(25) 78%^{1,5,6}	(27) 84%^{1,3,5,6,7}	(24) 75%^{1,7}	(18) 56%	(15) 47%	(15) 47%	(18) 56%^{5,6}	(8) 25%^{3}	(4) 13%	(2) 6%
Leeward 3	24	15%	(16) 67%	(15) 63%	(13) 54%	(12) 50%	(14) 58%	(12) 50%	(14) 58%	(10) 42%	(16) 67%^{1}	(6) 25%	(10) 42%	(0) 0%	(2) 8%	(3) 13%
Windward 4	18	11%	(15) 83%	(9) 50%	(7) 39%	(14) 78%^{2}	(10) 56%	(13) 72%^{5}	(9) 50%	(11) 61%	(9) 50%	(7) 39%	(5) 28%	(8) 44%^{3}	(2) 11%	(2) 11%
Hawaii 5	32	20%	(23) 72%	(13) 41%	(24) 75%^{4,6}	(20) 63%	(17) 53%	(13) 41%	(16) 50%	(11) 34%	(14) 44%	(16) 50%^{6}	(8) 25%	(7) 22%^{3}	(9) 28%^{1}	(2) 6%
Maui 6	19	12%	(13) 68%	(14) 74%^{5}	(8) 42%	(9) 47%	(9) 47%	(10) 53%	(11) 58%	(9) 47%	(12) 63%^{1}	(4) 21%	(3) 16%	(4) 21%^{3}	(3) 16%	(2) 11%
Kauai 7	13	7%	(8) 67%	(6) 50%	(8) 67%	(10) 83%^{2,6}	(6) 50%	(5) 42%	(5) 42%	(11) 92%^{1,2,3,5,6}	(6) 50%	(4) 33%	(4) 33%	(8) 67%^{2,3,5,6}	(1) 8%	(0) 0%
Totals	162	100%	(127) 78%	(108) 67%	(103) 64%	(101) 62%	(93) 57%	(92) 57%	(91) 56%	(83) 51%	(80) 49%	(64) 40%	(58) 36%	(45) 28%	(22) 14%	(12) 7%

a) Column number refered to in text.

1-7) Numerical superscript indicates District had a significantly lower percentage (x^2, with at least $p<.05$).

(Q-14) Activities (88%), and Mini-Workshops for Faculty (72%). Moreover, they reported significantly more Mini-Workshops for Faculty than Central, Leeward, and Maui respondents, more Review/Revision of Sexist Language than Windward, and more Poster Contests than Leeward district.

Central District's most frequently reported EGO activities were: Registration/Curriculum Activities (94%), Utilization of Speakers from Nontraditional Occupations (84%), and Recognition of Nontraditional Students (81%). Central District reported significantly more use of Nontraditional Speakers than all districts except Windward; more Registration/Curriculum Activities than all districts except Honolulu and Windward; more Recognition of Nontraditional Students than Windward, Hawaii, and Kauai; more Information at Pre-Registration than Honolulu, Hawaii and Maui districts; significantly more Review/Revision of Sexist Language than Windward and Maui; more Materials Production than Honolulu and Kauai; more Media Activities than Hawaii and Maui; and more Poster Contests than the Leeward District.

The most frequently used activities reported by Leeward district were: Registration/Curriculum Activities (67%), Pre-Registration Tours (67%), and Recognition of Nontraditional Students (63%). The Leeward district respondents reported significantly more Pre-Registration Tours than did the respondents from Honolulu district.

Windward district's most frequently reported activities were Registration/Curriculum Activities (83%), Mini-Workshops for Faculty (78%), and Nontraditional Speakers (72%). Windward district respondents reported significantly more Mini-Workshops for Faculty than Central respondents, more Nontraditional Speakers than Hawaii district respondents, and more Poster Contests than Leeward district respondents.

The most frequently used activities reported by the respondents from Hawaii district were: Review/Revision of Sexist Language (75%); Registration/Curriculum Activities (72%); and Mini-Workshops for Faculty (63%). Moreover, they reported significantly more Review/Revision of Sexist Language than Windward and Maui respondents; more Emphasis at Open House than Maui; more Poster Contests than Leeward; and more Community

(Q-14) Presentations than the respondents from Honolulu district.

Respondents from Maui district reported their most used activities to be Recognition of Nontraditional Students (74%); Registration/Curriculum Activities (68%); and Pre-Registration Tours (63%). A significantly higher percentage of Maui respondents than Hawaii respondents reported using Recognition of Nontraditional Students; a significantly higher percentage of Maui than Honolulu respondents reported Pre-Registration Tours; and a significantly higher percentage of Maui than Leeward district respondents reported the use of Poster Contests.

The most frequently used EGO activities reported by Kauai district respondents were: Mini-Sessions for Students (92%); Mini-Workshops for Faculty (83%); and three tied for third place: Registration/Curriculum Activities; Review/Revision of Sexist Language; and Poster Contests (67% each). Kauai district respondents reported significantly more Mini-Sessions for Students than all districts except Windward. They reported significantly more "Poster Contests" than all districts except Honolulu and Windward. And they reported significantly more Mini-Workshops for Faculty than Central and Maui district respondents.

Q-15 Among the various districts, how effective were the above activities in increasing awareness of sex bias in the schools?

As indicated in Table 1.4b, p. 78, overall, the activities rated most effective in increasing awareness of sex bias were: the use of Nontraditional Speaker (mean rating of 5.32 on a seven point "effectiveness" scale); Pre-Registration Tours ($\bar{x}$=5.23); and Review/Revision of Sexist Language ($\bar{x}$=5.11). Rated least effective, overall, were Poster Contests ($\bar{x}$=4.19) and Community Presentations ($\bar{x}$=4.64).

Honolulu district respondents rated Mini-Sessions for Students ($\bar{x}$=5.00); Review/Revision of Sexist Language

(Q-15) ($\bar{x}$=4.93); and Media Activities ($\bar{x}$=4.63) as their most effective activities to increase awareness of sex bias. Their lowest effectiveness ratings were given to Poster Contests ($\bar{x}$=3.22); Pair Students ($\bar{x}$=3.50), but rated by only two respondents) and Produce Materials ($\bar{x}$=3.91). Honolulu district respondents rated no activity significantly "more effective" in increasing awareness of sex bias than any of the other districts.

The most effective activities reported by Central district respondents were Community Presentations ($\bar{x}$ effectiveness=5.60); Nontraditional Speakers ($\bar{x}$=5.50); and Review/Revision of Sexist Language ($\bar{x}$=5.48). Their lowest effectiveness ratings were given to : Pairing Students ($\bar{x}$=4.33), Poster Contests ($\bar{x}$=4.67) and Pre-Registration Tours ($\bar{x}$=4.93).

Central district respondents found Registration/Curriculum Activities to be significantly more effective than did Honolulu and Kauai respondents. They found Review/Revision of Sexist Language to be significantly more effective than did Windward and Kauai respondents. And they found Producing Materials to be significantly more effective in increasing awareness of sex bias than did the respondents from Honolulu district.

Leeward district respondents rated Emphasis at Open House ($\bar{x}$ effectiveness=6.67); Community Presentation ($\bar{x}$=6.50, with only 2 respondents rating); Media Activities ($\bar{x}$=6.50); and Review/Revision of Sexist Language ($\bar{x}$=6.25) as their most effective activities to increase awareness of sex bias in the schools. Least effective, i.e. those with the lowest ratings were: Mini-Workshops for Faculty ($\bar{x}$=5.00); Registration/Curriculum Activities ($\bar{x}$=5.21); and Produce Materials ($\bar{x}$=5.17). Significantly more Leeward respondents found Emphasis at Open House to be effective than did all other districts. Significantly more found Review/Revision of Sexist Language to be effective than all other districts except Central. More found Information at Pre-Registration effective than all districts except Central and Maui. More found Media Activities effective than all Windward and Maui. More found Registration/Curriculum Activities and Recognition of Nontraditional Students effective than Honolulu and Kauai. And more found Nontraditional Speakers and

Table 1.4b Mean Participant Rating of Effectiveness^{a} of Ego Activities in Increasing Awareness of Sex Bias in the Schools by School District

SCHOOL DISTRICT			EGO ACTIVITIES													
			1) Registr./Curr. Act.^{a}	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
Honolulu 1	25	15%	(20) 4.15	(14) 4.21	(15) 4.93	(19) 4.37	(8) 4.13	(10) 4.40	(11) 3.91	(11) 5.00	(7) 4.43	(11) 4.36	(8) 4.63	(9) 3.22	(0) -	(2) 3.50
Central 2	32	20%	(28) 5.29^{1,7}	(26) 5.19	(23) 5.48^{4,7}	(14) 5.29	(25) 5.08	(26) 5.50	(22) 5.27^{1}	(17) 5.06	(15) 4.93	(15) 5.13	(16) 5.13	(9) 4.67	(6) 5.60	(3) 4.33
Leeward 3	24	15%	(14) 5.21^{1,7}	(13) 5.69^{1,7}	(12) 6.25^{1,2,5,6}	(11) 5.00	(14) 5.79^{3,4,5,7}	(10) 5.70^{1}	(12) 5.17^{1}	(8) 5.63	(15) 5.73	(6) 6.67^{1,2,4,5,6,7}	(8) 6.25^{1,2,5,7}	(0) -	(2) 6.50	(3) 5.67
Windward 4	18	11%	16) 5.06^{1,7}	(9) 5.22	(8) 4.25	(14) 5.00	(10) 4.60	(13) 5.77^{1,5,7}	(10) 5.80^{1}	(10) 5.40	(9) 5.67	(7) 5.00	(6) 5.67^{1,5}	(9) 5.22^{6}	(3) 5.67	(3) 6.00
Hawaii 5	32	20%	(20) 4.90^{1,7}	(13) 5.00	(22) 4.91	(19) 4.79	(15) 4.67	(10) 5.00	(13) 4.92	(13) 4.92	(12) 4.92	(13) 4.77	(9) 4.22	(9) 3.44	(11) 4.00	(2) 4.50
Maui 6	19	12%	(12) 5.25^{1,7}	(13) 4.92	(8) 5.13	(10) 5.00	(8) 5.25	(10) 5.60	(12) 5.08^{1}	(9) 4.78	(11) 5.82	(5) 4.60	(4) 5.25	(5) 4.00	(2) 4.50	(3) 4.33
Kauai 7	12	7%	(9) 3.89	(5) 3.60	(7) 3.86	(9) 4.33	(6) 4.50	(5) 4.40	(4) 5.00	(10) 4.80	(6) 4.50	(6) 4.50	(3) 4.00	(7) 4.57	(1) 3.00	(0) -
Totals	162	100%	(119) 4.88	(93) 4.97	(95) 5.11	(96) 4.81	(86) 4.95	(94) 5.32	(84) 5.05	(78) 5.06	(75) 5.23	(60) 4.98	(54) 5.07	(48) 4.19	(25) 4.64	(16) 4.81

a) Ranges from "1" (INEFFECTIVE) to "7" (VERY EFFECTIVE).

1-7) Numerical superscript indicates a district with a significantly lower mean (t, with at least $p<.05$).

(Q-15) Producing Materials to be significantly effective in increasing awareness of sex bias than did the Honolulu district respondents.

Respondents from the Windward district found their most effective activities to be: Pairing Students ($\bar{x}$=6.00, but only 3 respondents); Produce Materials ($\bar{x}$=5.80); Pre-Registration Tours ($\bar{x}$=5.67); Media Activities ($\bar{x}$=5.67); and Community Presentations ($\bar{x}$=5.67, N=3). Least effective they found to be: Review/Revision of Sexist Language ($\bar{x}$=4.25); Information at Pre-Registration ($\bar{x}$=4.60); and Emphasis at Open House ($\bar{x}$=5.00). Significantly more Windward respondents found Nontraditional Speakers to be effective than did Honolulu, Hawaii, or Kauai respondents. More Windward respondents found Registration/Curriculum Activities to be effective than did Honolulu or Kauai district respondents. More Windward than Honolulu or Hawaii respondents found Media Activities to be more effective. More Windward than Honolulu respondents found Producing Materials to be effective; and significantly more Windward than Maui respondents found Poster Contests to be effective activities in increasing awareness of sex bias.

The activities reported to be most effective by Hawaii district respondents were: Recognizing Nontraditional Students ($\bar{x}$ effectiveness=5.00); Nontraditional Speakers ($\bar{x}$=5.00); and Produce Materials, Mini-Sessions for Students; and Pre-Registration Tours (all with $\bar{x}$=4.92). Least effective were Poster Contests ($\bar{x}$=3.44); Community Presentations ($\bar{x}$=4.00); and Media Activiies ($\bar{x}$=4.22). Significantly more Hawaii than Honolulu or Kauai respondents reported Registration/Curriculum Activities to be effective in increasing awareness of sex bias in the schools.

In Maui district the most effective activities were reported to be: Pre-Registration Tours ($\bar{x}$ effectiveness=5.82); Nontraditional Speakers ($\bar{x}$=5.60); Registration/Curriculum Activities ($\bar{x}$=5.25); and Information at Pre-Registration ($\bar{x}$=5.25). Significantly more Maui than Honolulu or Kauai respondents reported Registration/Curriculum Activities to be effective; and significantly more Maui than Honolulu respondents reported Producing Materials to be effective in increasing awareness of sex bias.

4. Activity Outcomes...

(Q-15) The activities reported to be most effecive by Kauai district respondents were: Mini-Sessions for Students ($\bar{x}$ effectiveness=4.80); Emphasis at Open House ($\bar{x}$=4.67); and Poster Contests ($\bar{x}$=4.57). Kauai district respondents rated no activity significantly "more effective" in increasing awareness of sex bias than any of the other districts.

Q-16 Among the various districts, how effective were the above activities in reducing sex biased procedures and practices in the schools?

As indicated in table 1.4c, p. 82, Honolulu district respondents rated the following activities most effective in reducing sex biased procedures and practices:

- -Activity #3: Review/Revise Sexist Language ($\bar{x}$=4.56),
- -Activity #9: Pre-Registration Tours ($\bar{x}$=4.25), and
- -Activity #11: Media Activities.

Activities rated highest by respondents from Central district were:

- -Activity #3: Review/Revise Sexist Language ($\bar{x}$=5.60),
- -Activity #2: Recognize Nontraditional Students ($\bar{x}$=4.86), and
- -Activity #13: Community Presentations ($\bar{x}$=4.83).

Activities rated highest by Leeward district respondents were:[a]

- -Activity #3: Review/Revise Sexist Language ($\bar{x}$=6.40),
- -Activity #10: Emphasis at Open House ($\bar{x}$=6.40), and
- -Activitiy #2: Recognize Nontraditional Students ($\bar{x}$=6.18).

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a) Mean ratings based on less than 5 respondents were omitted from this list.

1. SCHOOL DISTRICT...

4. Activity Outcomes...

(Q-16) Activities rated highest by Windward district respondents were:[a]

-Activity #6: Nontraditional Speakers ($\bar{x}=5.67$),
-Activity #7: Produce Materials ($\bar{x}=5.14$), and
-Activity #9: Pre-Registration Tours ($\bar{x}=5.00$).

Activities rated highest by Hawaii district respondents were:[a]
-Activity #10: Emphasis at Open House ($\bar{x}=4.79$),
-Activity #7: Produce Materials ($\bar{x}=4.77$), and
-Activity #2: Recognize Nontraditional Students.

Activities rated highest by Maui district respondents were:[a]
-Activity #9: Pre-Registration Tours ($\bar{x}=5.82$),
-Activity #6: Nontraditional Speakers ($\bar{x}=5.44$), and
-Activity #3: Review/Revise Sexist Language ($\bar{x}=5.43$).

Activities rated highest by Kauai district respondents were:[a]
-Activity #7: Produce Materials ($\bar{x}=4.75$),
-Activity #5: Information at Pre-Registration ($\bar{x}=4.50$), and
-Activity #8: Mini-Sessions for Students ($\bar{x}=4.00$).

This completes the list of the highest rated activities (in terms of effectivenss) by school district. What follows is a listing of the activities rated significantly different, by school district:

No Honolulu or Kauai district effectiveness rating was significantly higher than any of the other districts.

Central district respondents rated:
-Activity #2: Recognizing Nontraditional Students, significantly more effective than Honolulu district respondents, and

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a) Mean ratings based on less than 5 respondents were omitted from this list.

Table 1.4c Mean Participant Rating of Effectiveness[a] of Ego Activities in Reducing Incidence of Sex Biased Procedures and Practices by School District

EGO ACTIVITIES

SCHOOL DISTRICT			1) Registr./Curr. Act.[a]	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
Honolulu 1	25	15%	(17) 3.71	(11) 3.55	(16) 4.56	(14) 3.93	(8) 3.88	(8) 3.38	(8) 3.63	(6) 3.50	(8) 4.25	(10) 3.80	(8) 4.00	(10) 2.90	(1) 1.00	(0) -
Central 2	32	20%	(25) 4.52	(22) 4.86^{1}	(20) 5.60^{1,4,7}	(13) 4.77	(22) 4.68	(21) 4.52	(18) 4.61	(15) 4.47	(14) 4.29	(14) 4.71	(13) 4.77	(7) 4.43	(6) 4.83	(3) 5.67
Leeward 3	24	15%	(14) 5.29^{1,7}	(11) 6.18^{1,2,4,5,6,7}	(10) 6.40^{1,4,5,7}	(9) 4.78	(12) 5.75^{1,2,4,7}	(10) 5.60^{1,7}	(12) 4.83	(6) 5.33^{5}	(15) 5.27	(5) 6.40^{1,2,4,5,6,7}	(8) 5.88^{1,2,5,7}	(0) -	(2) 6.50	(3) 5.67
Windward 4	18	11%	(13) 4.92^{1}	(8) 4.88	(6) 4.17	(11) 4.55	(6) 4.00	(12) 5.67^{1,7}	(7) 5.14	(8) 4.63	(7) 5.00	(6) 4.33	(4) 5.25	(7) 4.57	(1) 4.00	(2) 5.50
Hawaii 5	32	20%	(18) 4.67	(12) 4.67	(21) 4.76	(20) 4.60	(13) 4.69	(10) 4.20	(13) 4.77	(12) 3.42	(13) 4.69	(14) 4.79^{1}	(7) 4.43	(8) 3.88	(9) 3.78	(3) 5.00
Maui 6	19	12%	(11) 5.09^{1,7}	(13) 4.77^{1}	(7) 5.43^{7}	(9) 5.00^{7}	(7) 5.29^{1,4}	(9) 5.44^{1,7}	(11) 5.09	(8) 5.13^{5}	(11) 5.82^{2,7}	(4) 4.75	(3) 5.67	(4) 3.75	(1) 5.00	(2) 5.00
Kauai 7	12	7%	(9) 3.56	(5) 3.80	(7) 3.57	(9) 3.44	(6) 4.50	(5) 3.40	(4) 4.75	(10) 4.00	(6) 3.67	(3) 4.33	(3) 4.00	(7) 3.71	(1) 4.00	(0) -
Totals	162	100%	(107) 4.54	(82) 4.76	(87) 5.02	(85) 4.54	(74) 4.76	(75) 4.72	(73) 4.70	(65) 4.29	(74) 4.80	(56) 4.66	(46) 4.83	(43) 3.81	(21) 4.29	(13) 5.08

a) Ranges from "1" (INEFFECTIVE) to "7" (VERY EFFECTIVE).

1-7) Numerical superscript indicates a district with a significantly lower mean (t, with at least $p<.05$).

4. Activity Outcomes...

(Q-16) -Activity #3: Review/Revise Sexist Language, significantly more effective than respondents from Honolulu, Windward, and Kauai districts.

Leeward district respondents rated:
- -Activity #1: Registration/Curriculum Activities, significantly more effective than respondents from Honolulu and Kauai districts,
- -Activity #2: Recognizing Nontraditional Students, significantly more effective than all other districts, and
- -Activity #3: Review/Revise Sexist Language, significantly more effective than respondents from Honolulu, Windward, Hawaii, and Kauai districts.

Windward district respondents rated:
- -Activity #1: Registration/Curriculum Activities, significantly more effective than respondents from Honolulu district, and
- -Activity #6: Nontraditional Speakers, significantly more effective than respondents from Honolulu and Kauai districts.

Hawaii district respondents rated:
- -Activiy #10: Emphasis at Open house, significantly more effective than respondents from Honolulu district, and

Maui district respondents rated:
- -Activity #1: Registration/Curriculum Activities, significantly more effective than Honolulu and Kauai district respondents,
- -Activity #3: Review/Revise Sexist Language. significantly more effective than Kauai respondents,
- -Activity #4: Mini-Workshops for Faculty, also significantly more effective than Kauai respondents,
- -Activity #5: Information at Pre-Registration, significantly more effective than Honolulu and Windward district respondents,
- -Activity #8: Mini-Sessions for Students, significantly more effective than Hawaii district respondents, and
- -Activity #9: Pre-Registration Tours, significantly more effective than Central and Kauai district respondents.

Discussion...

In this section, data on the incidence and outcomes of EGO activities were presented for respondents from each school district i.e. data on activities used (Table 1.4a, p. 74); in perceived effectiveness of activities in increasing awareness of sex bias (Table 1.4b, p. 78); and data on perceived effectiveness in reducing the incidences of sex biased procedures and practices (Table 1.4c, p. 82).

Activities Used

Over all districts, the most frequently used activities to increase awareness of and/or reduce the incidence of sex bias were: Registration/Curriculum Activities (78%), Recognize Nontraditional Students (67%), and Review/Revise Sexist Language (64%).

The most notable patterns of significant differences among districts, however, were that: Honolulu district respondents tended to report more frequent useage of Mini-Workshops for Faculty (86%); Hawaii respondents tended to favor Review/Revise Sexist Language (75%0; while Kauai favored using Mini-Sessions for Students (92%), Mini-Workshops for Faculty (83%) and Poster Contests (67%); and Central district, as compared to the other districts, favored quite a few: Registration/Curriculum Activities (94%), Nontraditional Speakers (84%), Recognizing Nontraditional Students (81%), and Information at Pre-Registration (78%).

It should be noted that the differences in useage reported here pretty much parellel Activity Plans and End-of-Year reports submitted by the various EGO teams.

Effectiveness in Increasing Awareness

Over all districts, the activities reported to be most effective in increasing awareness of sex bias in the schools were: Nontraditional Speakers (mean efectiveness rating of 5.32 on a seven point scale); Pre-Registration Tours (mean effectiveness=5.23); and Review/Revise Sexist Language (mean effectiveness=5.11).

Discussion...

The most notable significant differences among the various district ratings were that Leeward district respondents found emphasis at Open House to be significantly more effective than did any other district (mean effectiveness=6.67)[a]; and they found Media Activities (mean effectiveness=6.25), Review/Revise Sexist Language (mean=6.25); and Information at Pre-Registratin (mean=5.79) to be significantly more effective than did three other districts. Only Windward district respondents were any where near approximated such variation. They found the Nontraditional Speakers Activity to be significantly more effective than three other districts; Media Activities and Registration/Curriculum Activities to be significantly more effective than two other districts, and two other activities significantly more effective than one other district. The only other significant pattern was that both Honolulu and Kauai district respondents reported that Registration/Curriculum Activities were significantly less effective than any of the other districts.

Effectiveness in Reducing Sex Bias

Over all districts, the activities reported to be most effective in reducing the incidence of sex biased procedures and practices in the schools were: Pairing Students (mean effectiveness of 5.08 on a 7 point scale); Review/Revise Sexist Language (mean effectiveness of 5.02); and Media Activities (mean effectiveness 4.83).

The most notable significant differences among the various district ratings were that Leeward district respondents noted 5 different activities significantly more effective than nearly all other districts, i.e. Recognizing Nontraditional Students (mean effectiveness rating of 6.18 vs overall mean of 4.76); Review/Revise Sexist Language (6.40 vs 5.02); Information at Pre-Registration (5.75 vs 4.76); Emphasis at Open House (6.40 vs 4.66); and Media Activities (5.88 vs 4.83). Maui district, too, noted a number of activities (7) significantly more effective than either Kauai or Honolulu or both districts (see Table 1.4c, p. 82). And finally, Central

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a) It should be noted, however, that only 6 Leeward respondents used this activity.

Discussion...

district found the Review/Revise Sexist Language Activity significantly more effective than three other districts.

Two things stand out in these data: 1) some of the activities reported most effective in reducing biased procedures/practices would seem logically more consistent with increasing awareness, e.g. Media Activities, and 2) the Leeward district ratings seem appreciably inflated vis a vis most (and in some cases all) other districts.

The first problem may be due, in part, to the way the items were formatted on the questionnaire. Both the "increasing awareness" and "reducing bias" scales were presented side by side for fourteeen consecutive activities (see p. 360-361, of Appendix A). While this formatting made sense in terms of simplicity, lack of clutter, conservation of space etc., it may have lead to considerable blurring of categories, i.e. if something is 'good' it gets rated well...regardless of the scale, and the more items rated conservatively, the harder it becomes to control the blurring.

In the second problem, Leeward district's apparently inflated effectiveness ratings, the issue is not whether the Leeward respondents really found these activities significantly more effective, there's no a priori reason to suggest they did not. The issue rather is the interpretation of those differences. The nontraditional enrollment data in Table 1.6a, p. 90, for instance, indicates that while on the one hand, Leeward district's overall pre-post project nontraditional program enrollment change was the third highest of the seven districts on the other hand, it was again of only 2.5% (after Windward's 4.5% and Maui's 3.1%). Leeward's extremely high activity effectiveness ratings (especially when compared to the ratings of the other districts) do not seem all that consistent with activity effectiveness as measured by enrollment change. But neither are they necessarily inconsistent. Life is complicated.

5. Participant Suggestions

Q-17 What suggestions did the EGO participants in the various districts offer/endorse to help the project office serve the teams more effectively?

The data in columns 1 thru 5 of Table 1.5, p. 88, indicate that the major suggestions endorsed by respondents from the Honolulu District were:

- -Suggestion #1: Disseminate Classroom Materials (68%), and
- -Suggestion #3: Maintain Close Contact with Teams (36%).

For Central District they were:

- -Suggestion #1: Disseminate Classroom Materials (50%), and
- -Suggestion #2: Provide Classroom Instructional Materials (44%).

For Leeward District:

- -Suggestion #1: Disseminate Classroom Materials (63%), and
- -Suggestion #2: Provide Classroom Instructional Materials (54%).

For Windward District:

- -Suggestion #2: Provide Classroom Instructional Materials (44%),
- -Suggestion #4: Make School Visitations (44%), and
- -Suggestion #5: Do Mid-Year Follow-Up (44%).

For Hawaii District:

- -Suggestion #1: Disseminate Classroom Materials (63%), and
- -Suggestion #3: Maintain Close Contact with Teams (53%).

For Maui District:

- -Suggestion #1: Disseminate Classroom Materials (84%), and
- -Suggestion #2: Provide Classroom Instructional Materials (63%).

And for Kauai District:

- -Suggestion #1: Disseminate Classroom Materials (83%), and

Table 1.5 Suggestions for Change by School District

SCHOOL DISTRICT	SUGGESTIONS FOR CHANGE (1) Disseminated Classroom Materials	(2) Provide Classroom Instr. Materials	(3) Maintain Close Contact w/Teams	(4) Make School Visitations	(5) Do Mid-Year Follow-up
	(n) %	(n) %	(n) %	(n) %	(n) %
1. Honolulu	(17) 68%	(8) 32%	(9) 36%	(6) 24%	(5) 20%
2. Central	(16) 50%	(14) 44%	(9) 28%	(9) 28%	(7) 22%
3. Leeward	(15) 63%	(13) 54%	(9) 38%	(7) 29%	(5) 21%
4. Windward	(7) 39%	(8) 44%	(7) 39%	(8) 44%	(8) 44%
5. Hawaii	(20) 63%	(11) 34%	(17) 53%	(12) 38%	(13) 41%
6. Maui	(16) 84%$^{\underline{2},\underline{4}}$	(12) 63%$^{\underline{1},\underline{5}}$	(9) 47%	(6) 32%	(4) 21%
7. Kauai	(10) 83%$^{\underline{2},\underline{4}}$	(6) 50%	(9) 75%$^{\underline{1},\underline{2},\underline{3}}$	(5) 42%	(4) 33%
Totals	(101) 62%	(72) 44%	(69) 43%	(53) 33%	(46) 28%

1-5) Numerical superscript indicates a district with a significantly lower percentage (x^2, with at least $p<.05$).

5. Participant Suggestions...

(Q-17) -Suggestion #3: Maintain Close Contact with Teams (75%).

Moreover, there were no significant differences in the percentages of respondents from any of the Oahu Districts, while on the neighbor island districts:

-Maui respondents endorsed Suggestion #1, Disseminate Classroom Materials, significantly more than both Central and Windward districts.

-They also endorsed Suggestions #2, Provide Classroom Instructional Materials, significantly more than Honolulu and Hawaii districts.

-Kauai respondents also endorsed Suggestion #1, Disseminate Classroom Materials, significantly more than Central and Windward district respondents, and

-They endorsed Suggestion #3, Maintain Close Contact with Teams, significantly more than respondents from Honolulu, Central, and Leeward districts.

Discussion

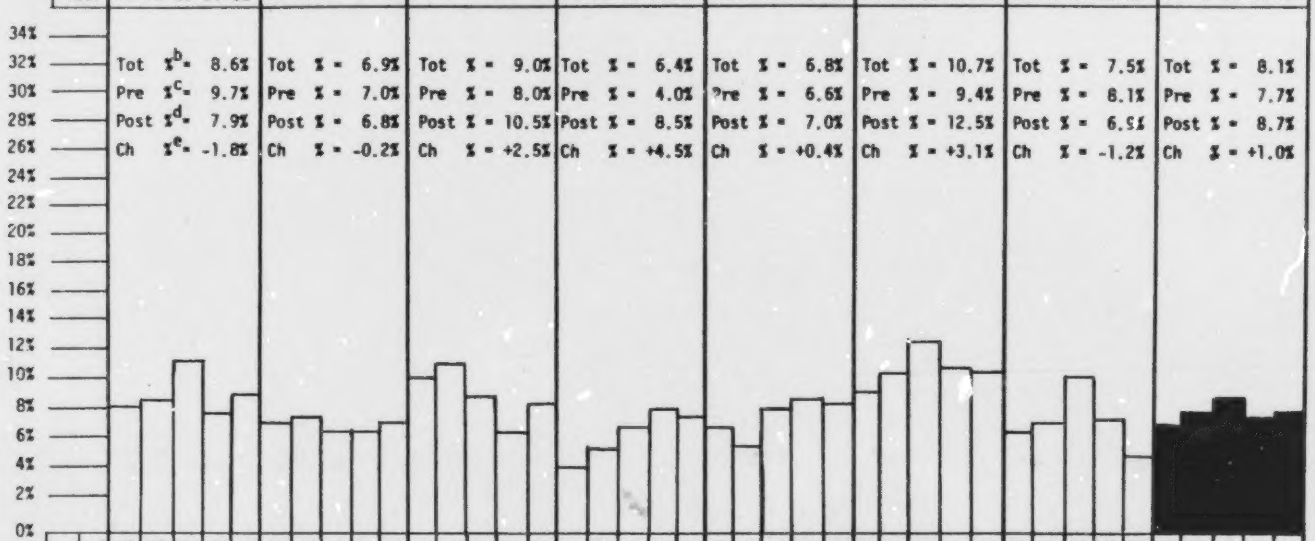
In this section, data on respondent suggestions for project change were presented for each DOE school district.

Suggestions

The major suggestions endorsed over all districts were: Disseminate Classroom Materials (62%), Provide Classroom Instructional Materials (44%), and Maintain Close Contact with Teams (43%). No significant differences were found among Oahu district respondents, but significantly higher percentages of respondents from one or more neighbor districts endorsed each major suggestion, with a significantly higher percentage of respondents from Maui and Kauai endorsing Dissemination of Classroom Materials, and significantly more respondents from Kauai endorsing Maintenance of Close Contact with the Teams. Respondents from Hawaii district responded more like an Oahu district on this item, i.e. they endorsed no suggestions either significantly more or significantly less than the other districts.

Table 1.6a

TOTAL Non-Traditional Enrollment Data
For a Select Group of Vocational Education Courses[a]
By School District (1978 - 1982)



	DISTRICT TOTALS							STATEWIDE
	Honolulu ①	Central ②	Leeward ③	Windward ④	Hawaii ⑤	Maui ⑥	Kauai ⑦	TOTALS ⑧
Tot %[b] =	8.6%	6.9%	9.0%	6.4%	6.8%	10.7%	7.5%	8.1%
Pre %[c] =	9.7%	7.0%	8.0%	4.0%	6.6%	9.4%	8.1%	7.7%
Post %[d] =	7.9%	6.8%	10.5%	8.5%	7.0%	12.5%	6.9%	8.7%
Ch %[e] =	-1.8%	-0.2%	+2.5%	+4.5%	+0.4%	+3.1%	-1.2%	+1.0%

		Honolulu ①					Central ②				
Year		78	79	80	81	82	78	79	80	81	82
Enrollment	% Non-T.	8.0%	8.1%	11.0%	7.6%	8.6%	7.4%	7.7%	6.3%	6.3%	6.9%
	Non-T	221	214	282	153	187	142	159	114	105	125
	Total	2740	2443	2668	2015	2163	1926	2073	1801	1675	1809

		Leeward ③					Windward ④				
Year		78	79	80	81	82	78	79	80	81	82
Enrollment	% Non-T.	10.5%	11.0%	8.9%	6.3%	8.2%	4.1%	5.6%	7.1%	8.1%	7.6%
	Non-T	238	247	201	114	144	89	102	123	132	109
	Total	2272	2252	2263	1810	1753	2153	1828	1729	1623	1428

		Hawaii ⑤					Maui ⑥				
Year		78	79	80	81	82	78	79	80	81	82
Enrollment	% Non-T.	7.4%	5.8%	8.2%	8.5%	8.4%	9.4%	10.5%	13.3%	11.1%	11.0%
	Non-T	101	87	115	117	115	81	92	154	126	98
	Total	1356	1492	1397	1373	1365	861	878	1162	1133	890

		Kauai ⑦					STATEWIDE TOTALS ⑧				
Year		78	79	80	81	82	78	79	80	81	82
Enrollment	% Non-T.	6.8%	7.3%	10.5%	7.5%	4.9%	7.7%	8.2%	9.1%	7.7%	8.1%
	Non-T	50	55	67	47	25	922	956	1056	794	803
	Total	735	755	633	625	513	12,043	11,721	11,659	10,254	9,921

LEGEND

☐ % Yearly Enroll.
■ % Total Enroll.

FOOTNOTES

a) Twenty-five courses with traditionally low (< 25%) male or female enrollment (see Figure 4).
b) Total % nontraditional enrollment in these courses over the Fall 1978 - Fall 1982 period.
c) Total % nontraditional enrollment in these courses from 1978 up to and including the Project Year, i.e. the year EGO Training took place at the various district schools.
d) Total % nontraditional enrollment in these courses from the year after the "Project Year" up to and including 1982.
e) Difference between the Pre (see footnote c) and Post (see footnote d) percentages.

6. Enrollment Change

Q-18 **Among the various districts, to what extent did the overall DOE secondary nontraditional vocational program enrollment change during the first five years of the EGO Project: 1978-1982?**

(The statewide secondary nontraditional vocational program enrollment data for 1978-1982 are given in Table 0.6a, p. 46. those data are not broken out by school district in this report; rather, a select group of 25 secondary vocational courses, particularly nontraditional by sex, is discussed (Q-19, Q-20, and Q-21), as well as the consequent Community College nontraditional vocational enrollments of former district students (Q-22, Q-23, and Q-24).

Q-19 **Among the various districts, to what extent did the TOTAL NONTRADITIONAL enrollment change?**

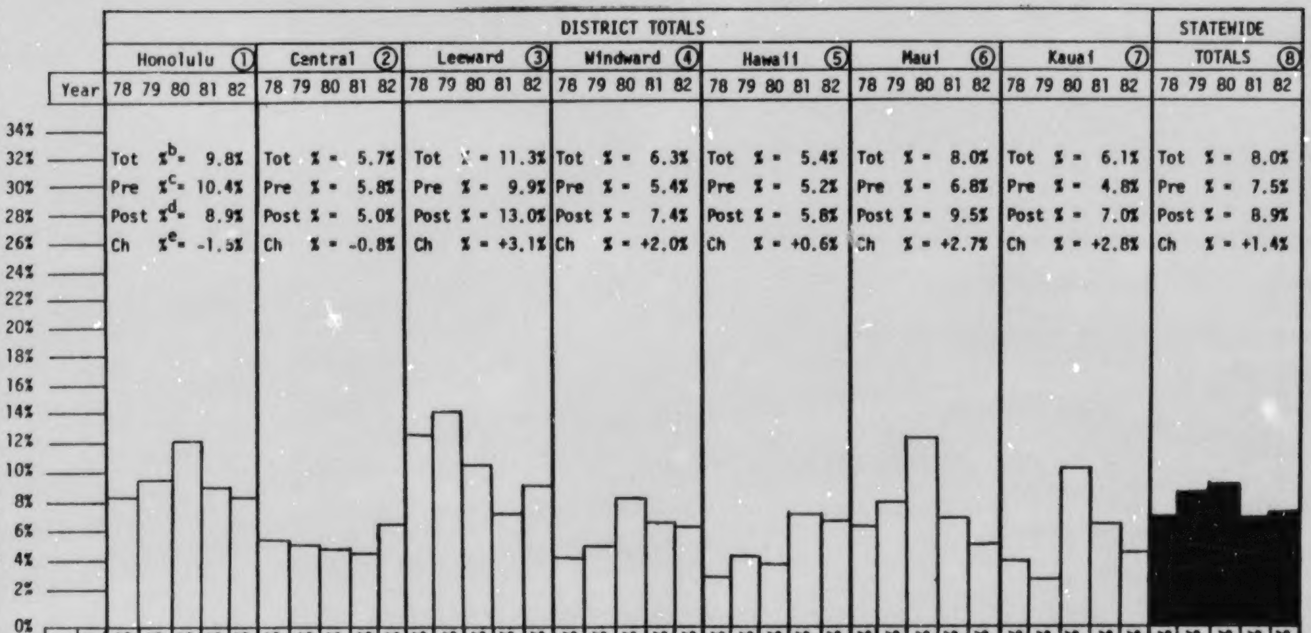
The data in Table 1.6a, p. 90, indicate that overall, there is about an 8% nontraditional enrollment in a select group of secondary voc. ed. courses historically unbalanced by sex; with Maui reporting the "highest" enrollment (10.7%) and Windward district reporting the lowest (6.4%). More to the point, there was almost no overall change in nontraditional enrollments between fall of 1978 (7.7%) and fall of 1982 (8.7%), i.e. 1%, on the average.

The most increase in Total nontraditional enrollment in these courses over the five years of the EGO project was reported by the Windward district (4.5%), followed by Maui (3.1%) and Leeward districts. Both Honolulu and Kauai districts, however, reported decreased enrollment in these nontraditional voc. ed. courses, -1.8% and -1.2%, respectively, with essentially no change reported by Hawaii and Central districts (0.4% and -0.2%, respectively.

Q-20 **Among the various districts, to what extent did the MALE NONTRADITIONAL enrollment change?**

Table 1.6b

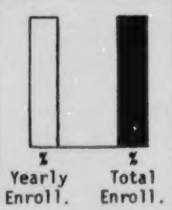
MALE Non-Traditional Enrollment Data
For a Select Group of Vocational Education Courses[a]
By School District (1978 - 1982)



District	Tot %[b]	Pre %[c]	Post %[d]	Ch %[e]
Honolulu ①	9.8%	10.4%	8.9%	-1.5%
Central ②	5.7%	5.8%	5.0%	-0.8%
Leeward ③	11.3%	9.9%	13.0%	+3.1%
Windward ④	6.3%	5.4%	7.4%	+2.0%
Hawaii ⑤	5.4%	5.2%	5.8%	+0.6%
Maui ⑥	8.0%	6.8%	9.5%	+2.7%
Kauai ⑦	6.1%	4.8%	7.0%	+2.8%
STATEWIDE TOTALS ⑧	8.0%	7.5%	8.9%	+1.4%

District	Year	Enrollment % Male Non-T.	Enrollment Male	Enrollment Total
Honolulu ①	78	8.4%	142	1698
	79	9.9%	165	1672
	80	12.1%	195	1610
	81	9.5%	108	1136
	82	8.7%	95	1098
Central ②	78	5.9%	83	1413
	79	5.8%	85	1475
	80	5.3%	63	1198
	81	5.0%	56	1117
	82	6.5%	63	966
Leeward ③	78	12.8%	174	1361
	79	14.3%	207	1443
	80	10.7%	158	1470
	81	7.6%	77	1009
	82	9.2%	92	1003
Windward ④	78	4.9%	63	1285
	79	5.5%	57	1045
	80	8.6%	78	909
	81	6.9%	52	757
	82	6.8%	50	739
Hawaii ⑤	78	3.5%	22	632
	79	4.8%	34	702
	80	4.1%	26	629
	81	7.7%	45	584
	82	7.6%	38	497
Maui ⑥	78	7.2%	29	403
	79	8.5%	33	389
	80	13.0%	68	522
	81	7.6%	39	510
	82	5.4%	21	390
Kauai ⑦	78	4.3%	10	233
	79	3.4%	9	263
	80	10.9%	26	238
	81	7.0%	13	187
	82	5.2%	10	192
STATEWIDE TOTALS ⑧	78	7.4%	523	7025
	79	8.4%	590	6989
	80	9.3%	614	6576
	81	7.4%	390	5300
	82	7.6%	369	4885

LEGEND



FOOTNOTES

a) Twelve courses with traditionally low (< 25%) male enrollment (see Figure 4).
b) Total % male nontraditional enrollment in these courses over the Fall 1978 - Fall 1982 period.
c) Total % male nontraditional enrollment in these courses from 1978 up to and including the Project Year, i.e. the years EGO Training took place at the various district schools.
d) Total % male nontraditional enrollment in these courses from the year after the "Project Year" up to and including 1982.
e) Difference between Pre (see footnote c) and Post (see footnote d) percentages.

6. Enrollment Change...

(Q-20) Statewide, the male enrollment in the group of courses historically nontraditional for males was about the same as the "overall" nontraditional enrollment in the select courses, (see Table 1.6b, "Statewide Totals" column¼ ½, p. 92). The highest percentage of male nontraditional enrollment was reported by Leeward district (11.3%). The largest increase in nontraditional male enrollment during the project years was also reported by Leeward (31%), followed closely by Kauai (2.8%), Maui (2.7%), and Windward (20%) districts. Both Honolulu and Central districts lost nontraditional male enrollment (-1.5% and -0.8%, respectively). The overall change for the district (fall 1978 to fall 1982) was between one and two percent (+1.4%).

Q-21 Among the various districts, to what extent did the FEMALE NONTRADITIONAL enrollment change?

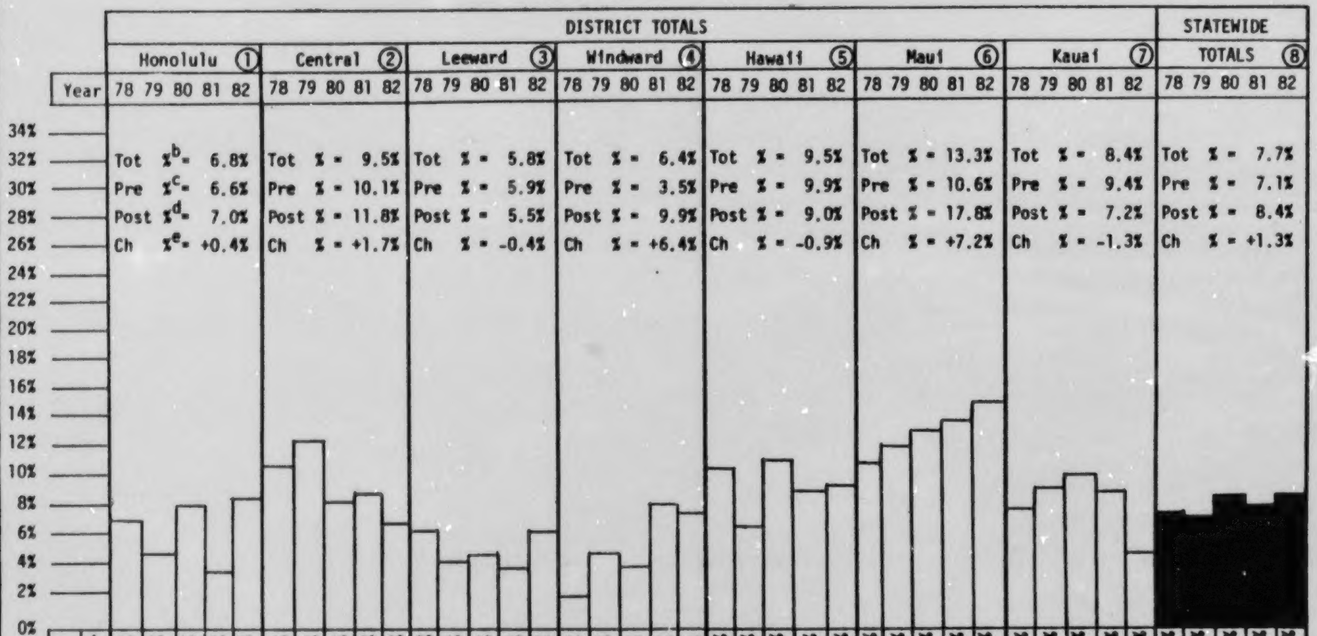
Statewide, the percentage of female enrollment in the group of courses historically nontraditional for females was just slightly less than the nontraditional male percentage (7.7% female vs 8.1% male; see Table 1.6c, p. 94). The highest overall nontraditional female percentage was reported by Maui district (13.3%), and the lowest by Leeward (5.8%). The largest increase during the project years (1978-82) was also reported by Maui district (7.2%), followed by Windward, with a 64% increase. Kauai, however, lost slightly more than a percentage point (-1.3%), while Hawaii and Leeward districts lost slightly less (-.09% and -.04%, respectively). Over the six districts there was a gain in nontraditional female enrollment (in the select group of courses), a gain of 1.3%.

Q-22 Among the various districts, to what extent did consequent Community College TOTAL NONTRADITIONAL vocational enrollment change?

The data in Table 1.6d, p. 95, summarize fall nontraditional vocational enrollment data for all but

Table 1.6c

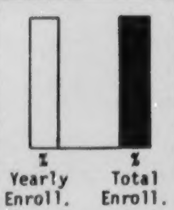
FEMALE Non-Traditional Enrollment Data
For a Select Group of Vocational Education Courses[a]
By School District (1978 - 1982)



	Honolulu ①	Central ②	Leeward ③	Windward ④	Hawaii ⑤	Maui ⑥	Kauai ⑦	STATEWIDE TOTALS ⑧
Tot	%[b] = 6.8%	% = 9.5%	% = 5.8%	% = 6.4%	% = 9.5%	% = 13.3%	% = 8.4%	% = 7.7%
Pre	%[c] = 6.6%	% = 10.1%	% = 5.9%	% = 3.5%	% = 9.9%	% = 10.6%	% = 9.4%	% = 7.1%
Post	%[d] = 7.0%	% = 11.8%	% = 5.5%	% = 9.9%	% = 9.0%	% = 17.8%	% = 7.2%	% = 8.4%
Ch	%[e] = +0.4%	% = +1.7%	% = -0.4%	% = +6.4%	% = -0.9%	% = +7.2%	% = -1.3%	% = +1.3%

	Honolulu ①					Central ②					Leeward ③					Windward ④					Hawaii ⑤					Maui ⑥					Kauai ⑦					TOTALS ⑧				
Year	78	79	80	81	82	78	79	80	81	82	78	79	80	81	82	78	79	80	81	82	78	79	80	81	82	78	79	80	81	82	78	79	80	81	82	78	79	80	81	82
Enrollment % Fem. Non-T	7.6%	5.0%	8.2%	4.0%	8.6%	11.5%	12.4%	8.5%	8.9%	7.4%	7.0%	4.9%	5.4%	4.3%	6.9%	3.0%	5.8%	5.5%	9.2%	8.7%	10.8%	6.7%	11.6%	9.3%	9.4%	11.4%	12.1%	13.4%	14.0%	15.4%	8.0%	9.3%	10.2%	8.8%	4.8%	7.9%	7.4%	8.7%	8.1%	8.7%
Enrollment Female	79	49	87	35	92	59	74	51	49	62	64	40	43	37	52	26	45	45	80	59	79	53	89	74	77	52	59	86	87	77	40	46	41	34	15	399	366	442	396	434
Enrollment Total	1042	985	1058	879	1065	513	598	603	558	843	911	811	796	801	750	868	779	814	866	677	733	790	768	799	815	458	489	640	623	500	502	492	401	387	321	5027	4944	5080	4913	4971

LEGEND

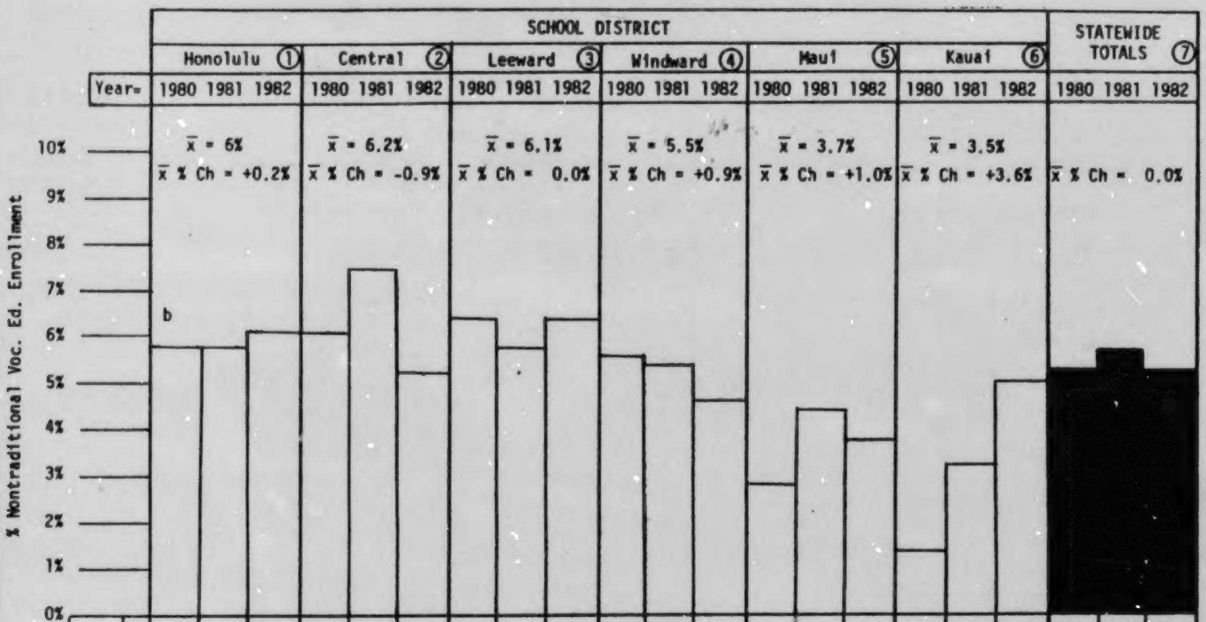


FOOTNOTES

a) Thirteen courses with traditionall low (< 25%) female enrollment (see Figure 4).
b) Total % female nontraditional enrollment in these courses over the Fall 1978 - Fall 1982 period.
c) Total % female nontraditional enrollment in these courses from 1978 up to and including the Project Year, i.e. the years EGO Training took place at the various distict schools.
d) Total % female nontraditional enrollment in these courses from the year after the "Project Year" up to and including 1982.
e) Difference between Pre (see footnote c) and Post (see footnote d) percentages.

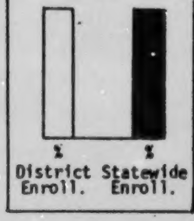
Table 1.6d

Percent of Former D.O.E. Secondary Students (by School District) Enrolled in NON-TRADITIONAL Vocational Courses at Six U.H. Community Colleges[a] Fall 1980, 1981, and 1982



Community College Non-Trad. Voc. Ed. Enroll.	Honolulu 1980	Honolulu 1981	Honolulu 1982	Central 1980	Central 1981	Central 1982	Leeward 1980	Leeward 1981	Leeward 1982	Windward 1980	Windward 1981	Windward 1982	Maui 1980	Maui 1981	Maui 1982	Kauai 1980	Kauai 1981	Kauai 1982	Statewide 1980	Statewide 1981	Statewide 1982
% Non-T.	5.9%	5.9%	6.1%	6.1%	7.5%	5.2%	6.3%	5.9%	6.3%	5.8%	5.6%	4.9%	2.7%	4.6%	3.7%	1.5%	3.4%	5.1%	5.4%	5.8%	5.4%
# Non-T.	85	91	93	33	42	30	32	34	40	26	28	22	11	19	19	3	9	15	194	229	223
Dist.Tot.	1430	1542	1530	544	557	580	509	580	640	445	502	445	406	415	512	205	261	297	3616	3943	4105

LEGEND



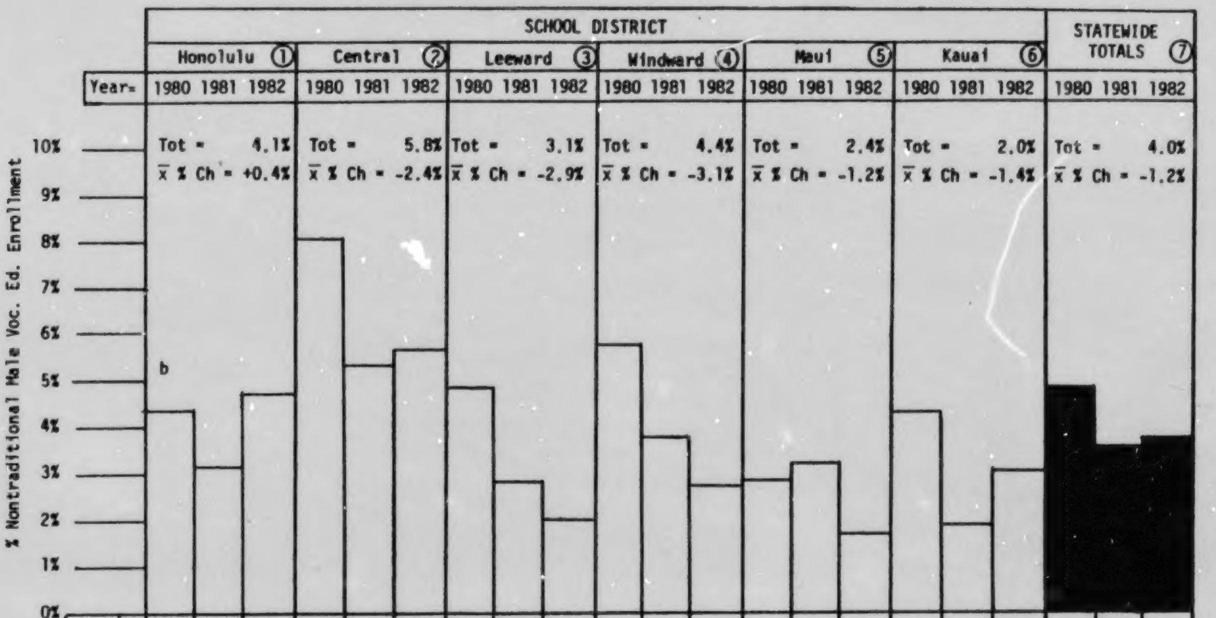
FOOTNOTES

a) Hawaii Community College (Big Island) data are not included.

b) Indicates that of the 1430 students from Honolulu district who enrolled in a vocational education course in one of the six Community Colleges in the Fall of 1980, 85 (or 5.9%) enrolled in courses nontraditional to their sex.

Table 1.6e

Percent of Former Male D.O.E. Secondary Students (by School District)
Enrolled in Vocational Education Courses NON-TRADITIONAL FOR MALES
at Six U.H. Community Colleges[a]: Fall 1980, 1981, and 1982



	SCHOOL DISTRICT																		STATEWIDE TOTALS ⑦		
	Honolulu ①			Central ②			Leeward ③			Windward ④			Maui ⑤			Kauai ⑥					
Year=	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
Tot =	4.1%			5.8%			3.1%			4.4%			2.4%			2.0%			4.0%		
x̄ % Ch =	+0.4%			-2.4%			-2.9%			-3.1%			-1.2%			-1.4%			-1.2%		
Community College Male Voc. Ed. Enroll. % Male	4.4%	3.2%	4.8%	8.1%	5.4%	5.7%	4.9%	2.9%	2.0%	5.8%	3.8%	2.7%	2.8%	3.2%	1.6%	4.4%	1.5%	3.0%	4.9%	3.6%	3.7%
# Male	18	15	21	10	8	8	6	4	3	7	7	4	5	6	4	2	2	3	50	47	47
Dist. Tot.	406	474	437	124	185	140	123	140	153	120	186	148	180	188	253	45	103	101	1022	1306	1263

LEGEND	FOOTNOTES
☐ % District Enroll. ■ % Statewide Enroll.	a) Hawaii Community College (Big Island) data are not included. b) Indicates that of the 406 students from Honolulu district who enrolled in vocational courses nontraditional for males at one of the six Community Colleges in the Fall of 1980, 18 of them (or 4.4%) were male.

(Q-22) one of the State of Hawaii's Community Colleges (i.e. all but the Big Island's Hawaii Community College). Moreover, they summarize vocational and nontraditional vocational enrollment figures separately, by school district of origin (except Hawaii district), for three consecutive years: 1980, 1981, and 1982.

Statewide, these enrollment figures show little change over time, i.e. there was 5.4% nontraditional vocational Community College enrollment of former DOE students in 1980, 5.8% in 1981, and 5.4% again in 1982. In absolute numbers, this means an actual increase of less than 30 former DOE nontraditional students from 1980 to 1982, statewide (N=29).

Among the various districts, Kauai registered the "largest" percentage gain (+3.6%), and was the only district to register increases for both years (1980-81 and 1981-82). The smallest gain was reported for Honolulu district (+0.2%), and nearly a percentage drop was reported for Central district (-0.9%).

Over all districts, no mean percentage gain in nontraditional vocational Community College enrollment was reported from 1980 to 1982, a time span post-dating the first two years of the EGO Project (1987-79), and overlapping the last three (1980, 1981, and 1982).

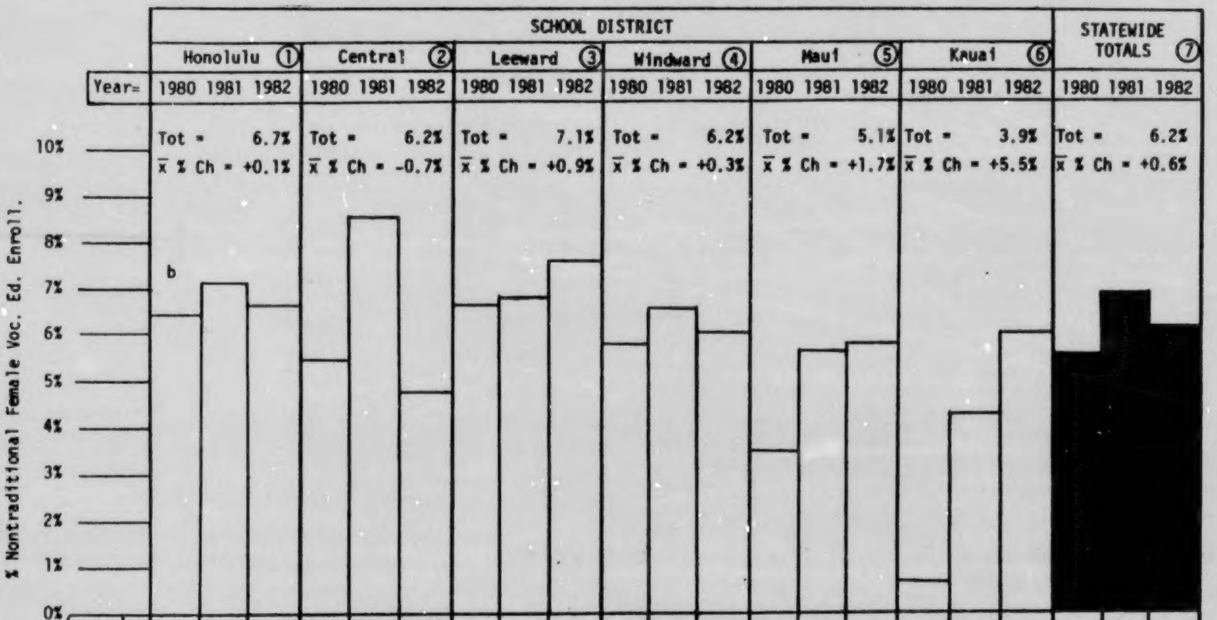
Q-23 Among the various districts, to what extent did consequent Community College MALE NONTRADITIONAL vocational enrollment change?

The data in Table 1.6e, p. 96, summarize the fall, male nontraditional vocational enrollment figures for six of the state's Community Colleges, separately by school district of orgin, for 1980, 1981, and 1982.

Statewide, these data show an overall loss of 1.2% in former public school nontraditional male enrollment. In fact, only one district, Honolulu, showed an average 1980-82 gain, and a slight one at that, +0.4%. Male nontraditional enrollment losses (in frequency and percentage) were reported by Windward (-3 enrollments,

Table 1.6f

Percent of Former Female D.O.E. Secondary Students (by School District) Enrolled in Vocational Education Courses NON-TRADITIONAL FOR FEMALES at Six U.H. Community Colleges[a]: Fall 1980, 1981, and 1982



Community College Female Voc. Ed. Enroll.	Honolulu 1980	Honolulu 1981	Honolulu 1982	Central 1980	Central 1981	Central 1982	Leeward 1980	Leeward 1981	Leeward 1982	Windward 1980	Windward 1981	Windward 1982	Maui 1980	Maui 1981	Maui 1982	Kauai 1980	Kauai 1981	Kauai 1982	Statewide Totals 1980	Statewide Totals 1981	Statewide Totals 1982
% Female	6.5%	7.1%	6.6%	5.5%	8.6%	4.8%	6.7%	6.8%	7.6%	5.8%	6.6%	6.1%	3.5%	5.7%	5.8%	0.6%	4.4%	6.1%	5.6%	6.9%	6.2%
# Female	67	76	72	23	32	21	26	30	37	19	21	18	8	13	15	1	7	12	146	181	175
Dist.Tot.	1024	1068	1095	420	372	440	386	440	487	325	316	297	226	227	259	160	158	196	2594	2637	2844

LEGEND	FOOTNOTES
☐ % District Enroll. ■ % Statewide Enroll.	a) Hawaii Community College (Big Island) data are not included. b) Indicates that of the 1024 students from Honolulu district who enrolled in vocational courses nontraditional for females at one of the six Community Colleges in the Fall of 1980, 67 of them (or 6.5%) were female.

(Q-23) -3.1%), Leeward (-3 enrollments, -2.9%); Central (-2 enrollments, -2.4%); and Maui (-1 enrollment, -1.2%) districts. Kauai district registered a decrease in percentage of male nontraditional enrollment (-1.4%) but an actual increase in enrollment, due to an overall increase in vocational enrollment from that district (from 45 in the fall of 1980 to 101 in the fall of 1982).

Q-24 Among the various districts, to what extent did consequent Community College FEMALE NONTRADITIONAL vocational enrollment change?

The data in Table 1.6f, p. 98, summarize the fall, female nontraditional vocational enrollment figures for six of the state's Community Colleges, separately by school district of origin, for 1980, 1981, and 1982.

Statewide, these data show about a half a percent gain (+0.6%) in former public school nontraditional female enrollment (i.e. an actual increase of 29 female students enrolled in vocational courses nontraditional for females). The district showing the most gain was Kauai (+5.5%, or 11 additional female enrollments) and the one showing the "most" loss was Central district (-0.7%), or two fewer nontraditional female enrollments. And slight positive gains were shown by the others: Maui (+1.7%); Leeward (+o.9%); and Windward (+0.3%).

Discussion

In this section, nontraditional voc. ed. enrollment change data were presented, by district, for a select group of secondary voc. ed. courses and for subsequent Community college courses. Male nontraditional, female nontraditional, and Total nontraditinal data were presented separately (see Table 1.6a thru 1.6f)

Discussion...

Secondary Nontraditional Voc. Ed. Enrollment Change[a]

Overall, the Total nontraditional voc. ed. enrollment in a select group of secondary voc. ed. courses traditionally unbalanced by sex was 8.1% in the period covered by this report, i.e. about 16% of the overall "ideal" 50-50, male-female enrollment. Moreover, the variations among districts was not great, ranging from a "high" of 10.7% for Maui district, to a low of 6.4% for Windward district. Unexpected here was the lack of differences between Oahu and the Neighbor Island districts. On a priori grounds, a higher rate among Oahu's more populous/urban districts might be expected. Such was not the case, indeed, as just indicated, the district with the highest percentage of nontraditional enrollment was a Neighbor Island district (Maui), and the one with the lowest was an Oahu district (Windward).

More pertinent to the present study than rate of enrollment, however, is rate of enrollment increase[b]. That, too, was not large, 1%, in fact, over all districts, with the largest increase from Windward district (the district with the lowest % nontraditional enrollment) i.e. the one with the most to change, and the largest % decrease in nontraditional enrollment reported by Honolulu district (-1.8%). In Table 1.6a, p. 90, we see that the greatest loss in nontaditional voc. ed. enrollment came between 1980 and 1981, when the total vocational enrollment in the district dropped from 2668 to 2015 (a 24% drop), but the nontraditional voc. ed. enrollment dropped from 282 to 153 (a 46% drop).

During this same period (fall 1978-83), male enrollment in the select group of courses historically nontraditional for males was also 8% over all districts, but now Leeward district reported the highest percentage (11.3%), with Hawaii district reporting the lowest (5.4%). Interesting, too, was that Leeward distirct reported the greater increase in male

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[a] Male nontraditional, female nontraditional and total nontraditional vocational enrollment data for each DOE secondary school are presented (by district) in Section VI, p. 285 thru 353 (Table A-1 thru A-21)

[b] Overall percentage nontraditional enrollment for post-project years minus overall percentage nontraditional enrollment for pre-project years (the latter includes the year of the project).

Discussion...

nontraditional voc. ed. enrollment, making it not only the "best" in terms of male sex equity, but the "most improved" overall. "Most improved", however translates into only 3.1%. Again, Honolulu district reported least improvement, actually, the most loss, i.e. a loss of 1.5% in male nontraditional voc. ed. enrollment.

Female nontraditional voc. ed. enrollment, too, averaged nearly 8%, from 1978-83, over all districts (actually 7.7%), with Maui again reporting the highest enrollment (13.3%, nearly double the average) and Leeward district reporting the lowest female nontraditional voc. ed. enrollment (5.8%). The most increased female nontraditional voc. ed. enrollment, too, was reported by Hawaii district (-0.9%). Statewide, however, the pre-post EGO project change over the five years of the study was +1.3%.

Consequent Community College Enrollment Change[a]

While there was no overall increase in the percentage of former DOE secondary enrollment in total nontraditional Community College voc. ed. courses from 1980 to 1981, years which post-date two and overlap three of the EGO Project years, two trends are noteworthy: 1)The two Neighbor Island districts report appreciably lower overall rates than Oahu districts ($\bar{x}$=3.6% for the Neighbor Island districts and $\bar{x}$=6.0% for the Oahu districts); and 2) At least one district (Kauai) shows a systematic increase of the form hoped for in this type of training program, (i.e. successive percentage increases each year).

A loss of male nontraditional Community College voc. ed. enrollment among former DOE secondary students was noted for this same period (-1.2%), again with Neighbor Island districts reporting less enrollment (2.3%, on the average) than Oahu districts (4.2%, on the average), but this time there was no "ideal form", in fact, two districts, Leeward and Windward, shared systematically decreasing percentages of

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a) The Community College male nontraditional, female nontraditional, and total nontraditional vocational enrollment of former DOE secondary students is presented for each DOE secondary school (by district) in Section VI, p. 285 thru 353 (Table B-1 thru B-46).

6. Enrollment Change...

Discussion...

male nontraditional voc. ed. enrollment among their former students. Actually, decreases in subsequent male nontraditional voc. ed. enrollment were shown for all disricts save Honolulu (see Table 1.6e, p. 96.

A slight increase (0.6%) in female nontraditional community college voc. ed. enrollment among former DOE secondary students was noted; this time with gains, all be they slight, for all districts save Central (which after a relatively sizable gain in 1981, reported an even more sizable loss in 1982).[a] Notable, however, was the fact that the two largest gains 5.5% and 1.7% were reported for Neighbor Island districts (Kauai and Maui, respectively). The Kauai gains mentioned above, by the way, (column 6 of Table 1.6d, p. 95) seem almost completely attributable to gains in female nontraditional enrollment.

7. School District Summary

Respondents	The respondents to the EGO Questionnaire came primarily from the Hawaii and Central districts (with 32 respondents each) followed by Honolulu and Leeward districts (25 and 24, respectively); by Maui and Windward districts (19 and 18, respectively. It was in essentially these proportions, that the original 329 EGO participants were drawn (see Table A, p. 29).
Team Outcomes	Overall, 80% of the respondents reported their EGO Project work was pretty much shared among team members. Districts differed, however, from the unanimous shared work response of the Hawaii district respondents,

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a) Because of the low percentage in question, the absolute numbers increased here are not large, i.e. an increase of 9 nontraditional female enrollments from 1980 to 1981; and a low of 11 nontraditional enrollments for 1981 to 1982 (see Central Section, Table 1.6f, p. 98).

7. School District Summary...

Team Outcomes...

to the 58% shared work responses of the Kauai district respondents. Significantly more Honolulu and Leeward respondents reported shared work within their teams than did either Windward or Kauai district respondents.

Respondents from the various districts did not differ significantly in the perception of their team effectiveness in increasing awareness of sex bias either "among teachers" or "within the community". Maui district respondents, however, did report significantly more effectiveness (than Honolulu, Hawaii, or Kauai respondents) in increasing awareness of sex bias "among students".

Maui district, too, was the only district to report significantly more effectiveness in reducing sex biased procedures and practices in the schools, i.e. significantly more than Honolulu or Kauai districts.

Training Outcomes

Respondents from all districts rated their EGO training "somewhat effective"; the single exception being that Windward respondents reported significantly higher overall effectiveness ratings than Kauai respondents ($\bar{X}$= effectiveness rating of 3.82 and 3.09, respectively, on a five point scale).

High useage ratings of the EGO training was reported by about a third of the respondents overall. Windward district respondents, and to a lesser extent, those from Central district reported significantly more use (61% and 44%, respectively).

Continued high use was reported by approximately the same percentage of respondents (36%), with Hawaii respondents reporting significantly more continued use than Kauai (44% vs 17%, respectively).

It was questioned whether the extent of "Continued Use" reported would be (could be?) adequate to the task.

7. School District Summary...

Training Outcomes...

While there was some variation among districts in their ratings of the usefulness of various EGO training topics, most were given ratings in the moderate range, with the highest ratings going most often to the "Continuous Efforts" and "Reduction Strategies" topics.

Attitude/ Knowledge Outcomes

The attitude toward sex equity programs, as measured in this study, was quite positive for all districts (with an overall mean of 3.31 on a five point scale). The respondents from Hawaii district scored significantly lower attitude scores than either Central or Windward district respectively.

The attitude toward women, too, was quite positive ($\bar{x}=3.47$), with Hawaii district respondents scoring significantly lower than all districts except Kauai.

The overall knowledge of sex equity issues was not high, at least as measured by the six item "knowledge test". Across districts, the average number of correct responses was 3.54 (or 59%). Only Kauai respondents reported a significanlty lower score, i.e. significantly lower than respondents for the Leeward and Windward districts.

Activity Outcomes

Over all districts, the most frequently used activities to increase awareness of and/or reduce the incidence of sex bias were: Registration/Curriculum Activities (78%); Recongnize Nontraditional Students (67%); and Review/Revise Sexist Language (64%).

The most notable significant differences among districts were:

- Honolulu district respondents tended to report more frequent use of Mini-Workshops for Faculty (75%),
- Kauai district favored Mini-Sessions for Students (92%), Mini-Workshops for Faculty (83%), and Poster Contests (67%); and

7. School District Summary...

Activity Outcomes...

-Central district favored Registration/Curriculum Activities (94%), Nontraditional Speaker (84%), Recognition of Nontraditional Students (81%), and Information at Pre-Registration (78%).

Overall districts, the activities reported to be most effective in increasing awareness of sex bias were: Nontraditional Speaker (mean effectiveness of 5.33 on a seven point scale); Pre-Registration Tours ($\bar{x}$=5.23); and Review/Revise Sexist Language ($\bar{x}$=5.11)

The most notable significant differences among district effectiveness ratings were:

-Leeward district found Emphasis at Open House to be significantly more effective than any other district; and Media Activities; Review/Revise Sexist Language: and Information at Pre-Registration, significantly more effective than three districts.

-Windward district respondents found the nontraditional speakers activity to be significantly more effective than the respondents from three other districts; Media Activities and Registration/Curriculum Activities to be more significant than respondents from two other districts; etc.; and both

-Honolulu and Kauai district respondents reported that Registration/Curriculum Activities were significantly less effective than respondents from any other district.

And finally, over all districts, the activities reported to be most effective in reducing sex biased procedures and practices in the schools were: Pairing Students (mean effectiveness of 5.02); and Media Activities (mean 4.83). The most notable significant differences among the various district ratings were:

7. School District Summary...

Activity Outcomes...

- Leeward district respondents rated five different activitiess significantly more effective than respondents from nearly all other districts (see Table 1.4c, p. 82).

- Maui district, too, reported a number of activites (seven) significantly more effective than Kauai, Honolulu, or both districts (see Table 1.4c, p. 82).

- Central district found the Review/Revise Sexist Language Activity significantly more effective than three other districts (again, see Table 1.4c).

Concerning the Activity Outcomes summarized above, it was noted that many of the activities found effective at "reducing bias" seemed more logically related to "increasing awareness". It was pointed out that the way the questions were formated in the questionnaire may have caused, or at least exacerbated, this problem.

Another problem noted was the apparently inflated effectiveness ratings of one of the districts, the "problem" being that the extreme effectiveness ratings did not translate into particularly high nontraditional enrollment figures. Unfortunately, no definite conclusions could be supported.

Participant Suggestions

The major suggestion endorsed by participants over all districts were: Disseminate Classroom Material (62%); Provide Classroom Instructional Materials (44%) and Maintain Close Contact with the Teams (43%). No significant differences were found among various district respondents, but significantly more respondents from Maui and Kauai endorsed Disseminate Classroom Materials; and significantly more respondents from Kauai endorsed Maintain Close Contact with the Teams.

7. School District Summary...

Enrollment Change

Overall, there was about an 8% "nontraditional" enrollment in a select group of secondary voc. ed. courses historically unbalanced by sex (8.1% male nontraditional and 7.7% female nontraditional) over the five years of the EGO Project. The overall change in nontraditional enrollment (fall 1978 - fall 1982) was only +1% (+1.4% for male nontraditional enrollment and +1.3% for female nontraditional enrollment); with Windward and Maui districts changing the largest percentage increase in overall nontraditional enrollment (4.5% and 3/1%, respectively); Leeward and Kauai district showing the largest percentage increase in male nontraditional enrollment (3.1% and 2.8%, respectively); and Maui and Windward districts showing the largest percentage increase in female nontraditional voc. ed. enrollment (7.2% and 6.4%, respectively).

The subsequent Community College nontraditional vocational enrollment of former DOE secondary students did not change at all when averaged over the 3 year period for which data were taken (fall 1980, 1981, and 1982). Indeed, for male nontraditional enrollment, there was an overall loss (-1.2%) while for female nontraditional enrollment, there was a slight percentage gain (+0.6%). The largest percentage change in total nontraditional enrollment was reported for Kauai (+3.6%); in male nontraditional enrollment the "largest" percentage gain, i.e. the only percentage gain, was reported for Honolulu district (+0.4%), and in female nontraditional enrollment, the largest percentage gain (+5.5%) was again Kauai district.

Overall, then, the percentage gain in nontraditional education was not very large at the secondary level (1%), and nil at the Community College level (0%) during the time periods for which data were gathered (fall 1978-fall 1982 and fall 1980-82, respectively).

2. PROJECT YEAR

2. PROJECT YEAR

In this section, data relevant to selected "questions for evaluation" are presented separately by project year. As above, they are grouped into the following categories:

page

0 EGO Respondents------------------- 110
1 Team Outcomes--------------------- 110
2 Training Outcomes----------------- 114
3 Attitude/Knowledge Outcomes------ 119
4 Activity Outcomes---------------- 122
5 Participant Suggestions---------- 132
6 Project Year Summary------------- 135

0. Respondents

Q-1 How many EGO participants from the various project years responded to the survey questionnaire?

The data in Table 2.0 indicate that of the 162 EGO participants who responded to the survey questionnaire, 1982-83, the most recent year, had the highest representation (52), and the earliest year (1978-79) had the lowest (22), with an orderly progression in between, i.e. 24, 30, and 34 respondents, respectively, for 1979, 1980, and 1981.

Table 2.0

Frequency and Percentage of EGO Respondents by Project Year

	EGO RESPONDENT	
PROJECT YEAR	N	%
1978-1979	22	14%
1979-1980	24	15%
1980-1981	30	19%
1981-1982	34	21%
1982-1983	52	32%
Totals	162	101%

1. Team Outcomes

Q-2 During the various project years, to what extent was the EGO project work shared on the teams?

The data in column 1 of Table 2.1, p. 112, show that shared work was reported by 80% of the respondents, ranging from a low of 68% for the 1981-82 respondents to a high of 96% for the 1978-79 respondents. The only differences large enough to reach statistical

(Q-2) significance, however, were the differences between the 1978-79 respondents and those from 1981-82 and 1982-83, respectively.

Q-3 During the various project years, how successful did the EGO respondents feel their teams were in increasing awareness of sex bias among the teachers?

The data in column 2 of Table 2.1 indicate that the respondents from each of the project years found their teams to be "somewhat" successful in increasing awareness of sex bias among teachers, with "success" ratings ranging from 3.21 for 1981-82 respondents to 3.57 for 1980-81 respondents. There were no significant differences among the success ratings given among the respondents from the different project years.

Q-4 During the various project years, how successful did the EGO respondents feel their teams were in increasing awareness of sex bias among the students?

The data in column 3 of Table 2.1 indicate that the EGO respondents from the various project years felt slightly less successful in increasing awareness of sex bias among students ($\bar{x}$= success rating = 3.35). The success ratings for increasing student awareness ranged from 2.82 for 1979-80 respondents to 3.37 for 1980-81 respondents. Moreover, both 1980-81 and 1982-83 respondents rated their teams as significantly more successful in increasing awareness of sex bias among students than did 1979-80 respondents.

Q-5 During the various project years, how successful did the EGO respondents feel their teams were in increasing awareness of sex bias within the community?

Table 2.1 Ego Team Outcomes by Project Year

EGO TEAM OUTCOMES

	(1)	(2)	(3)	(4)	(5)
PROJECT YEAR	Work Shared	Increased Awareness^{a} Among. . .			Reduce Bias^{a}
		Teachers	Students	Community	
	(n) %	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
1. 1978-1979	(21) 96%^{4,5}	(21) 3.52	(22) 3.09	(22) 2.32	(22) 3.36
2. 1979-1980	(20) 83%	(23) 3.26	(22) 2.82	(19) 2.00	(22) 3.14
3. 1980-1981	(26) 87%	(30) 3.57	(30) 3.37^{2}	(29) 2.59^{2}	(30) 3.53^{4}
4. 1981-1982	(23) 68%	(33) 3.21	(32) 3.06	(28) 2.18	(33) 3.09
5. 1982-1983	(39) 75%	(52) 3.29	(51) 3.22^{2}	(50) 2.20	(50) 3.24
Totals	(129) 80%	(159) 3.35	(157) 3.14	(148) 2.26	(157) 3.27

a) Scale ranges from "1" (NOT AT ALL) thru "3" (SOMEWHAT) to "5" (VERY MUCH SO).

1-5) Numerical superscript indicates a project year with a significantly lower percentage and/or mean (x^2 or t, with at least $p<.05$).

(Q-5) In column 4 of Table 2.1, we see lower success ratings for increasing awareness in the community (2.00 to 2.59) than for either "among students" (3.06 to 3.37) or "among teachers" (3.21 to 3.57). Respondents from 1980-81 reported significantly higher success ratings from increasing awareness of sex bias "within the community" than did respondents from 1979-80. Otherwise there were no significant differences among the respondents from the various project years.

Q-6 During the various project years, how successful did the respondents from the various project years feel their teams were in reducing biased procedures and practices within the school?

In column 5 of Table 2.1, p. 112, we see that the respondents from the various project years felt their teams were "somewhat" successful in reducing biased procedures and practices within the school, with mean success ratings ranging from 3.09 for 1981-82 respondents to 3.53 for 1980-81 respondents. The only significant difference among the ratings of the various project years was that respondents from 1980-81 rated their teams's success in reducing biased procedures and practices within the school significantly higher than the respondents from 1981-82.

Discussion

In this section, data on team outcomes were presented for each of the five project years: how much they shared the work, how effective they saw their efforts to increase awareness of sex bias among teachers, among students, and within the community; and how effective they saw their efforts to reduce sex biased procedures and practices in the schools.

Sharing the Work

While a high average of 80% of the respondents reported the work was generally shared among the team members (column 1, Table 2.1, p. 112), the trend was for earlier teams to

1. Team Outcomes...

Discussion...

report more sharing and recent teams to report less (96% in 1978-79 and 75% in 1982-83, respectively); indeed the differences between 1978-79 and 1981-82, and 1978-79 and 1982-83, were statistically significant. It is difficult to discover, however, whether the earlier teams did share significantly more work or whether they simply remember it that way.

Increasing Awareness

Were there differences among project years in their perceived effectiveness of increasing awareness of sex bias among teachers? Among students? And within the community? Not many. Respondents from all five project years perceived their teams as "somewhat effective" in increasing awareness among teachers ($\bar{x}$=3.35 on a 5 point effectiveness scale), and among students ($\bar{x}$=3.14). They saw themselves as "less than somewhat effective ($\bar{x}$=2.26) in increasing awareness within the community (columns 2-4, Table 2.1). The only significant differences among their effectivenesss ratings were that 1979-80 respondents reported significantly lower ratings "among students" (lower than 1980-81 and 1982-83 respondents), and significantly lower "within the community" ratings (lower than 1980-81 respondents).

Reducing Bias

Respondents from the various project years felt they were "somewhat effective" in reducing biased procedures and practices in the schools ($\bar{x}$=3.27). The respondents from 1981-82, however, felt significantly less effective than the respondents from 1980-81 (see column 5, Table 2.1).

2. Training Outcomes

Q-7 Overall, how effective did the participants from the various project years find their EGO training?

(Q-7) The data in column 1 of Table 2.2 (p. 116, indicates an overall "overall effectiveness" rating of 3.51 (i.e. slightly more than "somewhat effective"), with no significant differences among the effectiveness ratings for the various project years. Still, the "highest" overall effectiveness of EGO training ($\bar{x}=3.65$) was reported by 1982-83 respondents, and the "lowest" was reported by 1981-82 respondents ($\bar{x}=3.38$).

Q-8 About how much of their training did the participants from the various project years actually use?

The data in column 2 of Table 2.2, p. 116, indicate that overall, 33% of the respondents reported using more than 50% of their EGO training. No between project year differences, however, were large enough to reach statistical significance. Respondents from 1982-83 were least likely to report using more than half their EGO training (29%) and those from 1980-81 were most likely (40%).

Q-9 About how much of their EGO training do the participants from the various project years continue to use?

Overall, 36% of the respondents reported that they continued to use more than fifty percent of their EGO training (see column 3 of Table 2.2). Respondents from the 1978-79 project year reported the least "continued use" (18%) and 1982-83 respondents reported the most (48%). The major differences among the various project years were that 1982-83 and 1980-81 respondents reported significantly more "continued use of more than half of their EGO training" than did respondents from the first year of the EGO Project, 1978-79.

Q-10 What training topics did the participants from the various project years find most useful?

Table 2.2 Ego Training Outcomes by Project Year

EGO TRAINING OUTCOMES

PROJECT YEAR			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
			Overall Effectiveness^{a}	Greater than 50% Used	Greater than 50% Still Used	Usefulness of EGO Training Topics^{b}				
						Cont. Efforts	Reduce Stereo.	Language Bias	Effects on Voc. Ed.	Laws/Regs.
Year	N	%	$\overline{x}$	%	%	$\overline{x}$	$\overline{x}$	$\overline{x}$	$\overline{x}$	$\overline{x}$
1. 1978-1979	22	14%	3.60	32%	18%	3.67	3.55	3.52	3.57	3.09
2. 1979-1980	24	15%	3.41	38%	29%	3.43	3.41	3.05	3.10	3.27
3. 1980-1981	30	19%	3.41	40%	43%^{1}	3.83^{4}	3.59	3.81^{2,5}	3.45	3.21
4. 1981-1982	34	21%	3.38	32%	29%	3.25	3.38	3.31	3.31	3.31
5. 1982-1983	52	32%	3.65	29%	48%^{1}	3.69^{4}	3.64	3.26	3.42	3.29
Totals	162	101%	3.51	33%	36%	3.58	3.53	3.38	3.38	3.25

a) Scale ranges from "1" (NOT EFFECTIVE) thru "3" (SOMEWHAT EFFECTIVE) to "5" (VERY EFFECTIVE).

b) Scale ranges from "1" (NOT AT ALL USEFUL) thru "3" (MODERATELY USEFUL) to "5" (VERY USEFUL).

1-5) Numerical superscript indicates a project year with a significantly lower mean or percentage, (t or x^2, with at least $p<.05$).

(Q-10) The data in columns 4 thru 8 of Table 2.2, p. 116, indicate that the respondents from the various project years gave all five topics considered usefulness ratings in the "moderate" range, i.e. ranging from the 3.09 usefulness rating given by 1978-79 respondents to the "Laws and Regulations" topic; to the 3.81 usefulness rating given by 1980-81 respondents to the "Effects of Language Bias" topic.

For each of the five topics included in the questionnaire, the significant differences in usefulness ratings among the respondents from the various project years, were these:

Both the 1980-81 and 1982-83 respondents rated "The Importance of Continuous Efforts to Reduce Sex Bias" significantly more useful than did the respondents from the 1981-82 project year.

The respondents from 1980-81 rated "The Effects of Language Bias on Vocational Course Enrollment" significantly more useful than the respondents from 1979-80 and the respondents from 1982-83.

On none of the remaining 3 training topics did the respondents from the various project years differ significantly in their usefulness ratings

Discussion

In this section, data on various outcomes of EGO training were presented for each project year: overall effectiveness, extent used, extent of continued use, and usefulness of various training topics (see Table 2.2, p. 116).

Overall Effectiveness

Without exception, the respondents from each project year found their EGO training to be "somewhat effective" ($\bar{x}$=3.51 on a five point effectiveness scale). It is interesting, by the way, that ratings taken immediately following the EGO training sessions are often more positive than this, but not appreciably.

2. Training Outcomes...

Discussion...

Extent Used

With the 1980-81 respondents reporting the highest percentage, using more than 50% of their EGO training, and 1982-83 reporting the lowest percentage (40% and 29%, respectively), about a third of the respondents, overall, used a large part of their EGO training.

Continued Use

A similar percentage (36%) report continued use of more than half of their EGO training, with the 1978-79 respondents dropping off appreciably (32% used vs 18% continue to use); and the percentage of 1982-83 respondents increasing appreciably (29% now vs 48% continue use). It is these last figures, however, which are difficult to interpret: How can 48% of the respondents "continue to use" a great deal of their EGO training when only 29% "used" a great deal of their EGO training in the first place? It may be that the item was worded too ambiguously in the questionnaire.

Topic Usefulness

All five topics presented for rating received more than "somewhat useful" ratings, with means ranging from 3.25 for "Importance of Continuous Efforts to Reduce Sex Bias", to 3.25 for "Laws and Regulations for Reducing Sex Stereotyping/Sex Bias". On only two of the five topics did respondents from the various project years differ significantly: 1981-82 respondents found the "Continuous Effort" topic significantly less useful than did the 1980-81 and 1982-83 respondents; and the 1980-81 respondents found the "Effects of Language Bias" topic significantly more useful than the 1979-80 and 1982-83 respondents.

The overall agreement on all five topics may simply reflect the selection of topics for inclusion in the survey. Only relatively important topics (from the point-of-view of the trainers) were included. Apparently the trainees agree.

3. Attitude/Knowledge Outcomes

Q-11 What was the attitude toward sex equity programs among the EGO respondents from the various project years?

The data in column 3 of Table 2.3 indicate that the attitude toward sex equity programs among the EGO respondents from the various project years was quite positive, with means varying from 3.19 for 1979-80 respondents to 3.36 for 1982-83 respondents (all on a four point agreement scale). None of the attitude toward sex equity program ratings from the various project years was large enough to reach statistical significance.

Q-12 What was the attitude toward women among EGO respondents from the various project years?

The data in column 6 of Table 2.3 indicate that the attitude toward women was quite positive, slightly more positive than the attitude toward sex equity programs, among the EGO respondents from all project years. Their mean "agreement ratings" (with positive statements concerning women's role) ranged from 3.28 for 1978-79 respondents to 3.57 for 1980-81 respondents. The only difference among the various project years in their reported attitude toward women were the respondents from 1980-81 reporting a significantly more positive attitude toward women than did 1978-79 respondents.

Q-13 What was the "knowledge level" regarding sex equity issues among the EGO respondents from the various project years?

The data in column 9 of Table 2.3, indicate an essentially linear relationship between project year and mean numbers of correct items on a brief knowledge of sex equity issues "quiz", e.g. the respondents from 1978-79 answered 3.09 times correctly (i.e. 52% of the six item quiz); the 1979-80 respondents answered 3.13 correctly; the 1980-81 respondents answered 3.57

Table 2.3 Ego Participant Attitude/Knowledge Level by Project Year

			EGO PARTICIPANT ATTITUDE/KNOWLEDGE LEVEL								
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
PROJECT YEAR			Attitude Toward Sex Equity Programs[a]			Attitude Toward Women[a]			Knowledge of Sex Equity Issues[b]		
Respondents from:	N	%	N	SD	$\overline{x}$ rating	N	SD	$\overline{x}$ rating	N	SD	Correct $\overline{x}$ ($\overline{x}$%)
1. 1978-1979	22	14%	22	0.45	3.35	21	0.51	3.28	22	1.27	3.09 (52%)
2. 1979-1980	24	15%	23	0.63	3.19	23	0.54	3.51	24	1.54	3.13 (52%)
3. 1980-1981	30	19%	29	0.43	3.33	29	0.44	3.57[1]	30	1.14	3.57 (60%)
4. 1981-1982	34	21%	33	0.45	3.28	33	0.41	3.52	34	1.25	3.65 (61%)
5. 1982-1983	52	32%	50	0.49	3.36	50	0.61	3.45	52	1.45	3.85[1] (64%)
Totals (for all respondents)	163	101%	157	0.49	3.31	156	0.52	3.47	162	1.36	3.54 (59%)

a) Ranges from "-4" (complete disagreement) thru "0" (no agreement) to "+4" (complete agreement) with "Sex-equity program" or "women" issues. Negatively phrased statements were transposed before scoring.

b) Ranges from "0" (no knowledge items correct) to "6" (all knowledge items correct).

1) Numerical superscript indicates 1978-79 respondents (#1) had a significantly lower mean rating (t, with n.t) least $p < .05$).

(Q-13) correctly, the 1981-82 respondents answered 3.85 (i.e. 64%) correctly. The only differences among the knowledge levels answered by respondents from the various years was that 1982-83 respondents reported significantly higher knowledge of sex equity scores ($\bar{x}$=3.85) than did respondents from 1978-79 ($\bar{x}$=3.09).

Discussion

In this section, data on EGO respondent attitudes and knowledge were presented: attitude toward sex equity programs, attitude toward women, and knowledge of sex equity issues (Table 2.3, p. 120).

Attitude Toward Sex Equity Programs

The measured attitude toward sex equity programs was quite positive (overall mean of 3.31 on a 4 point agreement scale) with no significant differences reported by respondents from the various project years. The difficulty, of course, is discerning how much of this "positive attitude" is due to the project activities, other DOE projects, heavy media campaigns, social desireablity, or the instrument itself. This the study was not designed to do, rather the hope was that the brief instrument, together with other indices might show a general pattern and, at best, uncover extremes.

Attitude Toward Women

The measured attitude toward women, too, was quite positive (overall mean of 3.47 on a 4 point agreement scale) with only 1 significant difference reported among the various project years: the respondents from 1980-81 reported a significantly more positive attitude toward women than the respondents for 1978-79.

Knowledge of Sex Equity Issues

Overall, the respondents answered 59% of the knowledge of sex equity items embedded in the questionnaire ($\bar{x}$=3.54 out of a possible 6). The highest percentage of correct answers was given by 1982-83 respondents (64%) and the lowest (52%) by 1978-79 and 1982-83 respondents. The only significant differences in measured sex equity knowledge among project years, however, was that the most recent respondents (1982-83 scored significantly higher than the earliest respondents (1978-79).

4. Activity Outcomes

Q-14 What activities were utilized to increase awareness of sex bias and to reduce sex biased procedures and practices during the various project years?

The data in columns 1 thru 14 of Table 2.4a, p. 124, indicate that for the 1978-79 project year respondents:
-Activity 3: Review/Revise Sexist Language (86%),
-Activity 1: Registration/Curriculum Activities (77%), and
-Activity 4: Mini-Workshops for Faculty (77%)
were reported used by a large percentage of the respondents.

For the 1979-80 project year respondents:
-Activity 4: Mini-Workshops for Faculty (79%),
-Activity 1: Registration/Curriculum Activities (71%), and
-Activity 8: Mini-Sessions for Students (63%)
were reported used by a large percentage of the respondents.

For the 1980-81 project year respondents:
-Activity 1: Registration/Curriculm Activities (77%),
-Activity 5: Information at Pre-Registration (67%), and
-Activity 3: Review/Revise Sexist Language (63%)
were reported used by a large percentage of the respondents.

For the 1981-82 project year respondents:
-Activty 1: Registration/Curriculum Activities (85%),
-Activity 3: Review/Revise Sexist Language (60%), and
-Activity 7: Produce Materials (65%),
were reported used by a large percentage of the respondents.

For the 1982-83 project year respondents:
-Activity 1: Registration/Curriculum Activities (79%),
-Activity 2: Recognize Nontraditional Students (65%), and

4. Activity Outcomes...

(Q-14) -Activity 3: Review/Revise Sexist Language (60%), were reported used by a large percentage of the respondents.

Moreover, there were differences in the activities used during the various project years, more specifically, the respondents from 1978-79 reported using:

- Significantly more Activity 3, Review/Revise Sexist Language, than respondents in 1979-80, and 1982-83.
- Significantly more Activity 5, Information at Pre-Registration, Activity 10, Emphasis at Open House, and Activity 11, Media Activities, than respondents from 1979-80.
- Significantly more Mini-Sessions for Students (8) than 1982-83 respondents, and
- Significantly more Pre-Registration Tours (9) than 1980-81 respondents.

The respondents from 1979-80 reported using:

- Significantly more Mini-Workshops for Faculty (4) than 1981-82 respondents,
- Significantly more Mini-Sessions for Students (8) than 1982-83 respondents, and
- Significantly more Poster Contests (12) than 1980-81 respondents.

The respondents from 1980-81 reported using:

- Significantly more Information at Pre-Registration (5) than 1979-80 respondents,
- Significantly more Mini-Sessions for Students (8) than 1982-83 respondents, and
- Significantly more Media Activities (11) than 1979-80 respondents.

The respondents from 1981-82 reported using:

- Significantly more Information at Pre-Registration (5), Materials Production (7), Emphasis at Open House (10), and Media Activities (11) than 1979-80 respondents, and
- Significantly more Mini-Sessions for Students (8) and Poster Contests (12) than 1982-83 respondents.

And finally, the respondents from 1982-83 reported using:

- Significantly more Information at Pre-Registration (5), Emphasis at Open House (10), and Media Acitivities (11), than 1979-80 respondents.

Table 2.4a Percent Ego Activities Used by Project Year

EGO ACTIVITIES

PROJECT YEAR			1)^{a} Registr./Curr. Act.	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %
1978-1979 1	22	14%	(17) 77%	(16) 73%	(19) 86%^{2,5}	(17) 77%	(13) 59%^{2}	(13) 59%	(13) 59%	(17) 77%^{5}	(15) 68%^{3}	(10) 45%^{2}	(9) 41%^{2}	(5) 23%	(3) 14%	(3) 14%
1979-1980 2	24	15%	(17) 71%	(11) 46%	(11) 46%	(19) 79%^{4}	(7) 29%	(14) 58%	(9) 38%	(15) 63%^{5}	(12) 50%	(4) 17%	(2) 8%	(11) 46%^{3}	(1) 4%	(0) 0%
1980-1981 3	30	19%	(23) 77%	(16) 53%	(19) 63%	(17) 57%	(20) 67%^{2}	(18) 60%	(16) 53%	(17) 57%^{5}	(11) 37%	(12) 40%	(11) 37%^{2}	(5) 17%	(11) 37%	(2) 7%
1981-1982 4	34	21%	(29) 85%	(21) 62%	(23) 62%	(18) 53%	(22) 65%^{2}	(17) 50%	(22) 65%^{2}	(18) 53%^{5}	(16) 47%	(16) 47%^{2}	(11) 32%^{2}	(13) 38%^{5}	(4) 12%	(6) 18%
1982-1983 5	52	32%	(41) 79%	(34) 65%	(31) 60%	(30) 58%^{2}	(30) 58%	(30) 58%	(31) 60%	(16) 31%	(26) 50%	(22) 42%^{2}	(25) 48%^{2}	(11) 21%	(3) 6%	(1) 2%
Totals	162	101%	(127) 78%	(108) 67%	(103) 64%	(101) 62%	(93) 57%	(92) 57%	(91) 56%	(83) 51%	(80) 49%	(64)40%	(58) 36%	(45) 28%	(22) 14%	(12) 7%

a) Column number referred to in text.

1-5) Numerical superscript indicates a project year with a significantly lower percentage (x^2, with at least $p<.05$).

4. Activity Outcomes...

Q-15 **How effective were the above activities in increasing awareness of sex bias in the schools during the various project years?**

The data in columns 1 thru 14 of Table 2.4b, p. 126, indicate that for 1978-79 project year respondents:
- Activity 1: Registration/Curriculum Activities ($\bar{x}$=5.07)
- Activity 3: Review/Revise Sexist Language ($\bar{x}$=5.00), and
- Activity 10: Emphasis at Open House ($\bar{x}$=5.00)

were reported the most effective in increasing awareness of sex bias in the schools.

For the 1979-80 project year respondents:[a]
- Activity 3: Review/Revise Sexist Language ($\bar{x}$=5.17),
- Activity 7: Produce Materials ($\bar{x}$= 5.10),and
- Activity 9: Pre-Registration Tours ($\bar{x}$=5.00)

were reported the most effective.

For the 1980-81 project year respondents:
- Activity 11: Media Activities ($\bar{x}$=6.00),
- Activity 3: Review/Revise Sexist Language ($\bar{x}$=5.84), and
- Activity 8: Mini-Sessions for Students ($\bar{x}$=5.73)

were reported the most effective.

For the 1981-82 project year respondents:
- Activity 6: Nontraditional Speakers ($\bar{x}$=5.41),
- Activity 7: Produce Materials ($\bar{x}$=4.95), and
- Activity 12: Poster Contests ($\bar{x}$=4.92)

were reported the most effective.

For the 1982-83 project year respondents:[a]
- Activity 9: Pre-Registration Tours ($\bar{x}$=5.91),
- Activity 8: Mini-Sessions for Students ($\bar{x}$=5.31), and
- Activity 6: Nontraditional Speakers ($\bar{x}$=5.64)

were reported the most effective activities for increasing awareness of sex equity in the schools.

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[a] Mean ratings based on less than five respondents were excluded from the following list.

Table 2.4b Mean Participant Rating of Effectiveness[a] of Ego Activities in Increasing Awareness of Sex Bias in the Schools by Project Year

EGO ACTIVITIES

PROJECT YEAR			1) Registr./Curr. Act.[a]	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
1978-1979 1	22	14%	(15) 5.07	(15) 4.47	(17) 5.00^{4}	(17) 4.59	(12) 4.92	(12) 4.67	(11) 4.55	(17) 4.59	(13) 4.77	(9) 5.00	(10) 4.00	(8) 3.25	(6) 4.00	(3) 4.33
1979-1980 2	24	15%	(19) 4.37	(12) 4.08	(23) 5.17^{4}	(16) 5.19	(8) 5.00	(13) 4.77	(10) 5.10	(15) 4.73	(13) 5.00	(4) 5.50	(3) 5.33	(12) 4.50	(1) 7.00^{1}	(1) 7.00
1980-1981 3	30	19%	(22) $5.64^{2,4,5}$	(17) 5.35	(19) 5.84^{4}	(16) 5.19	(19) 5.26	(17) 5.65	(15) 5.20	(15) $5.73^{1,4}$	(11) 4.18	(12) 5.17	(11) $6.00^{1,4,5}$	(6) $5.00^{1,5}$	(12) 4.75	(3) 5.67
1981-1982 4	34	21%	(28) 4.46	(19) 5.79	(10) 3.60	(18) 4.56	(22) 4.59	(17) 5.41	(20) 4.95	(17) 4.71	(16) 4.88	(15) 4.87	(9) 4.89	(13) 4.92	(4) 3.75	(6) 4.83
1982-1983 5	52	32%	(35) 4.94	(30) $5.47^{1,2}$	(26) 5.15^{4}	(26) 4.96	(25) 5.04	(25) 5.64^{1}	(28) 5.21	(14) $5.71^{1,4}$	(22) $5.91^{1,4}$	(20) 4.85	(21) 5.14	(9) 3.00	(2) $6.50^{1,4}$	(3) 3.67
Totals	162	101%	(119) 4.88	(93) 4.97	(95) 5.11	(96) 4.81	(86) 4.95	(84) 5.32	(84) 5.05	(78) 5.06	(75) 5.06	(75) 5.23	(60) 5.07	(48) 5.07	(25) 4.64	(16) 4.81

a) Ranges from "1" (INEFFECTIVE) to "7" (VERY EFFECTIVE).

1-5) Numerical superscript indicates a project year with a significantly lower mean (t, with at least $p < .05$).

(Q-15) The respondents from the various project years not only differed somewhat in the activities they found to be most effective, but significant differences were noted among the effectiveness ratings of several activities over several project years, e.g.

The respondents from the 1978-79 project year reported:
- -Activity 3: Review/Revise Sexist Language, to be significantly more effective than did respondents from 1981-82.

The respondents from the 1979-80 project year reported
- -Activity 3 also to be significantly more effective than did respondents from 1981-82, and also
- -Activity 13, Community Presentations, to be significantly more effective than did respondents from 1978-79.

The respondents from the 1980-81 project year reported
- -Activity 1: Registration/Curriculum Activities to be significantly more effective than did the respondents for 1979-1980, 1981-82, and 1982-83.
- -Activity 3: Review/Revise Sexist Language to be significantly more effective than did respondents from 1981-82.
- -Activity 8: Mini-Sessions for Students to be significantly more effective than did respondents from 1978-79 and 1981-82,
- -Activity 11: Media Activities to be significantly more effective than respondents from 1978-79, 1981-82, and 1982-83 project years, and
- -Activity 12: Poster Contests to be significantly more effective than respondents from 1978-79 and 1982-83.

The respondents from the 1981-82 project year found no activity to be significantly more effective than the respondents from any other project year.

The respondents from the most recent project year, 1982-83, however, found:
- -Activity 2: Recognize Nontraditional Students, to be significantly more effective than did respondents from 1978-79 and 1979-80,
- -Activity 3: Review/Revise Sexist Language to be significantly more effective than respondents from 1981-82,
- -Activity 6: Nontraditional Speakers to be significantly more effective than respondents from 1978-79,

4. Activity Outcomes...

(Q-15) -Activity 9: Pre-Registration Tours to be significantly more effective than the respondents from 1978-79 and 1981-82.

Q-16 How effective were the above activities in reducing sex biased procedures and practices in the schools during the various project years?

The data in columns 1 thru 14 of Table 2.4c, p. 130, indicate that the activities receiving the highest effectiveness ratings for reducing sex biased procedures and practices in the schools were:

For 1978-79 respondents:
- -Activity 3: Review/Revise Sexist Language ($\bar{x}$=5.19),
- -Activity 1: Registration/Curriculum Activities ($\bar{x}$=4.93), and
- -Activity 5: Information at Pre-Registration ($\bar{x}$=4.92);

For 1979-80 respondents:[a]
- -Activity 5: Information at Pre-Registration ($\bar{x}$=5.00),
- -Activity 7: Produce Materials ($\bar{x}$=4.33), and
- -Activity 6: Nontraditional Speakers ($\bar{x}$=4.00);

For 1980-81 respondents:
- -Activity 11: Media Activities ($\bar{x}$=6.00),
- -Activity 3: Review/Revise Sexist Language ($\bar{x}$=5.72), and
- -Activity 5: Information at Pre-Registration ($\bar{x}$=5.26);

For 1981-82 respondents:[a]
- -Activity 3: Review/Revise Sexist Language ($\bar{x}$=5.11),
- -Activity 6: Nontraditional Speakers ($\bar{x}$=5.00), and
- -Activity 2: Recognize Nontraditional Students ($\bar{x}$=4.93); and

---

a) Mean ratings based on less than five respondents were excluded from the following list.

4. Activity Outcomes...

(Q-15) For 1982-83 respondents:
- Activity 9: Pre-Registration Tours ($\bar{x}$=5.48),
- Activity 11: Media Activities ($\bar{x}$=5.14), and
- Activity 5: Information at Pre-Registration ($\bar{x}$=5.04).

Again, there were significant differences among the effectiveness ratings of various activites for various years:

Respondents from 1978-798 found:
- Activity 1: Registration/Curriculum Activities, and
- Activity 3: Review/Revise Sexist Language to be significantly more effective than respondents from 1979-80.

Respondents from 1979-80 found no activity to be significantly more effective than respondents from any other project year.

Respondents from 1980-81 found:
- Activity 1: Registration/Curriculum Activities to be significantly more effective than did respondents from 1979-80 and 1982-83;
- Activity 2: Recognize Nontraditional Students,
- Activity 3: Review/Revise Sexist Language, and
- Activity 8: Mini-Sessions for Students to be significantly more effective than did respondents from 1979-80.

Respondents from 1981-82 found:
- Activity 3: Review/Revise Sexist Language to be significantly more effective than respondents from 1979-80, and
- Activity 12: Poster Contests to be significantly more effective than respondents from both 1978-79 and 1982-83.

Respondents from 1982-83, finally, found:
- Activity 2: Recognize Nontraditional Students, and
- Activity 9: Pre-Registration Tours, both to be significantly more effective in reducing the incidence of sex biased procedures and practices in the schools than respondents from the 1978-79 project years.

Table 2.4c Mean Participant Rating of Effectiveness[a] of Ego Activities in Reducing Incidence of Sex Biased Procedures and Practices by Project Year

PROJECT YEAR			EGO ACTIVITIES													
			1)[a] Registr./Curr. Act.	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
1978-1979 1	22	14%	(15) 4.93^{2}	(14) 4.71	(16) 5.19	(17) 4.41	(12) 4.92	(12) 4.83	(11) 4.45	(15) 4.00	(14) 4.79	(10) 4.80	(10) 4.00	(6) 3.50	(4) 3.75	(4) 4.75
1979-1980 2	24	15%	(16) 3.75	(9) 3.56	(9) 3.33	(16) 3.81	(8) 5.00	(12) 4.00	(9) 4.33	(13) 4.46	(12) 3.75	(4) 4.25	(3) 5.33	(11) 3.91	(0) -	(0) -
1980-1981 3	30	19%	(22) $5.23^{2,5}$	(16) 5.13^{2}	(18) 5.72^{2}	(16) 5.06	(19) 5.26	(17) 4.71	(14) 5.00	(14) 5.07^{2}	(11) 4.82	(11) 4.73	(11) 6.00	(5) 4.20	(2) 4.00	(3) 5.67
1981-1982 4	34	21%	(25) 4.44	(15) 4.93	(18) 5.11^{2}	(14) 4.64	(22) 4.59	(14) 5.00	(17) 4.82	(12) 4.42	(14) 4.17	(12) 4.83	(9) 4.89	(11) $4.64^{1,5}$	(2) 4.00	(4) 5.00
1982-1983 5	52	32%	(29) 4.34	(28) 4.86	(26) 4.96^{2}	(22) 4.36	(25) 5.04	(20) 4.90	(22) 4.68	(11) 4.55	(23) 5.48^{2}	(19) 4.53	(21) 5.14	(10) 2.80	(3) 4.67	(2) 5.00
Totals	162	101%	(107) 4.54	(82) 4.76	(87) 5.02	(85) 4.54	(86) 4.95	(75) 4.72	(73) 4.70	(65) 4.29	(74) 4.80	(56) 4.66	(54) 5.07	(43) 3.81	(21) 4.29	(13) 5.08

a) Ranges from "1" (INEFFECTIVE) to "7" (VERY EFFECTIVE).

1-5) Numerical superscript indicates a project year with a significantly lower mean (t, with at least $p<.05$).

Discussion

In this section, data on the incidence and outcomes of EGO activities were presented for each project year: activities used (Table 2.4a, p. 124); perceived effectiveness of activities in increasing awareness of sex bias (Table 2.4b, p. 126); and perceived effectiveness in reducing the incidence of sex biased procedures and practices (Table 2.4c, p. 130).

Activities Used

The most frequently used EGO activities, overall, were Registration/Curriculum Activities (78%), Recognize Nontraditional Students (67%), and Review/Revise Sexist Language (64%). Among the significant trends among the project years were:

1978-79 respondents tended more often (than 1979-80 and 1982-83 respondents) to Review/Revise Sexist Language

1979-80 respondents tended *less* often (than all other years) to give Information at Pre-Registration, to use Media Activities, and to Emphasize Sex Equity at Open House.

Effectiveness in Increasing Awareness

The activities found to be most effective, overall, in increasing awareness of sex bias in the schools were: the use of Nontraditional Speakers ($\bar{x}$ effectiveness=5.32, on a seven point scale); Pre-Registration Tours ($\bar{x}$=5.23); and Review/Revise Sexist Language ($\bar{x}$=5.11). Among the significant trends among the project years were:

1980-81 respondents found Registration/Curriculum Activities to be significantly more effective than did respondents from 1979-80, 1981-82, and 1982-83; they found Mini-Sessions for Students to be significantly more effective than did respondents from 1978-79 and 1981-82; and they found Media Activities to be significantly more effective than 1978-79, 1981-82, and 1982-83.

1981-82 respondents found Review/Revise Sexist Language to be significantly *less* effective than respondents from all other project years.

1982-83 respondents found Recognize Nontraditional Students, Nontraditional Speakers, Mini-Sessions for Students, Pre-Registration Tours, and

2. PROJECT YEAR...

4. Activity Outcomes...

Discussion...

1982-83... Community Presentations to be significantly more effective than did 1978-79 respondents.

They found Review/Revise Sexist Language, Mini-Sessions for Students, and Pre-Registration Tours to be significantly more effective than did 1981-82 respondents.

Effectiveness in Reducing Sex Bias

The activities found to be most effective, overall, in reducing the incidence of sex biased procedures and practices in the schools were: Media Activities ($\bar{x}$ effectiveness=5.07, on a seven point scale); Review/Revise Sexist Language ($\bar{x}$=5.02); and Information at Pre-Registration ($\bar{x}$=4.95). On only a few activities did respondents from different project years differ significantly in their ratings:

1979-80 respondents reported significantly less effectiveness for Review/Revise Sexist Language (less than respondents from all other years); significantly less effectiveness for Registration/Curriculum Activities (less than 1978-79 and 1982-83 respondents); significantly less effectiveness for Recognize Nontraditional Students (less than 1980-81 respondents).

1981-82 respondents reported significantly more effectiveness for Poster Contests (more than 1978-79 and 1982-83 respondents).

5. Participant Suggestions

Q-17 What suggestions did the EGO respondents during the various project years offer/endorse to help the project office serve the teams more efficiently?

5. Participant Suggestions...

(Q-17) The data in columns 1 thru 5 of Table 2.5, p. 134, indicate that the major suggestions endorsed by respondents from the first, i.e. 1978-79, project year were:
-Suggestion #1: Disseminate Classroom Materials (68%), and
-Suggestion #3: Maintain Close Contact with the Teams (55%).

The major suggestions endorsed by the 1979-80 respondents were:
-Suggestion #3: Maintain Close Contact with the Teams (50%), and
-Suggestion #1: Disseminate Classroom Materials (46%).
Those endorsed by 1980-81 respondents were:
-Suggestion #1: Disseminate Classroom Materials (70%),
-Suggestion #2: Provide Classroom Instructional Materials (50%), and
-Suggestion #4: Make School Visitations (50%).
Those endorsed by 1981-82 respondents were:
-Suggestion #3: Maintain Close Contact with the Teams (53%), and
-Suggestion #2: Provide Classroom Instructional Materials (42%).

Note that Suggestion #1, Disseminate Classroom Materials, was highly endorsed (highest or second highest) in all five project years, still the 1982-83 project year respondents endorsed it significantly more than did 1979-80 and 1981-82 respondents. The 1982-83 respondents, moreover, endorsed Suggestion #3, Maintain Close Contact with the Teams, significanlty less than the respondents from all other years. And they endorsed Suggestion #4, Make School Visitations, significantly less than 1979-80 and 1980-81 respondents.

Discussion

In this section, data on respondent suggestions for project change were presented for each of the project years.

Table 2.5 Suggestions for Change by Project Year

PROJECT YEAR	SUGGESTIONS FOR CHANGE (1) Disseminated Classroom Materials	(2) Provide Classroom Instr. Materials	(3) Maintain Close Contact w/Teams	(4) Make School Visitations	(5) Do Mid-Year Follow-up
	(n) %	(n) %	(n) %	(n) %	(n) %
1. 1978-1979	(15) 68%	(11) 50%	(12) 55%^{5}	(7) 32%	(6) 27%
2. 1979-1980	(11) 46%	(9) 38%	(12) 50%^{5}	(10) 42%^{5}	(9) 38%
3. 1980-1981	(21) 70%	(15) 50%	(14) 47%^{5}	(10) 50%^{5}	(8) 27%
4. 1981-1982	(17) 50%	(15) 44%	(18) 53%^{5}	(11) 32%	(10) 29%
5. 1982-1983	(37) 71%^{2,4}	(22) 42%	(13) 25%	(10) 19%	(13) 25%
Totals	(101) 62%	(72) 44%	(69) 43%	(53) 33%	(46) 28%

1-5) Numerical superscript indicates a project year with a significantly lower percentage (x^2, with at least $p<.05$).

5. Participant Suggestions...

Discussion...

Suggestions

Of the five suggestions included in the questionnaire, the most frequently endorsed, overall, were: Disseminate Classroom materials (62%); Provide Classroom Instructional Materials (44%); and Maintain close Contact with the Teams (43%). The only significant trends among the project years involved the most recent year:

1982-83 respondents were significantly more likely (than 1979-80 or 1981-82 respondents) to endorse the suggestion to Disseminate Classroom Materials.

They were significantly *less* likely (than respondents from all other years) to endorse Maintaining Close Contact with Teams.

They were significantly *less* likely (than respondents from 1979-80 and 1980-81 respondents) to endorse Making School Visitations.

The strong endorsement of both the "Disseminating Classroom Materials" and "Providing Classroom Instuctional Materials" suggestions by respondents from all five project years seem significant, a kind of consensus on what's needed at the school level.

6. Project Year Summary

Respondents	The sample of respondents to the EGO Questionnaire includes progressivcly greater numbers with each project year, i.e. 22 (or 14%) for 1978-79; 24 (or 15%) for 1979-80; 30 (or 19%) for 1980-81; 34 (or 21%) for 1981-82; and 52 (or 32%) for 1982-83.
Team Outcomes	There was a notable trend for earlier years to report more shared work within the teams. Significant differences were reported between

Team Outcomes...

1978-79 vs 1981-82, and 1978-79 vs 1982-83. It was pointed out, however, that it is difficult to discern whether the earlier teams did share significantly more or whether they simply remembered it that way (5 years have elapsed for the earliest teams).

Respondents from all project years reported "moderate" team effectiveness in increasing awareness of sex bias among students and teachers, but less than "moderate effectiveness" in increasing awareness "in the community". The only significant differences among their ratings were that respondents from 1979-80 reported significantly lower effectiveness with students (i.e. lower than 1980-81 and 1982-83 respondents) and significantly lower effectiveness within the community (i.e. lower than 1980-81 respondents).

Respondents from all project years felt "moderately" effective, too, in reducing sex biased procedures and practices. The respondents from 1981-82, however, felt significatnly less effective than the respondents from 1980-81.

Training Outcomes

There were no significant differences among the respondents from the various project years in the overalll effectiveness ratings given their EGO training. "Moderate" effectiveness ratings were given by all groups.

Neither were there significant differences among the respondents from the various project years in the extent of training used. About a third of each year's respondents reported using more than half of their EGO training. And about the same percentage overall reported "continued use" of more than half of their training. The single exception here were the respondents from 1978-79, the earliest project year. They reported significantly less continued use than both the 1980-81 and 1982-83 respondents.

6. Project Year Summary...

Training Outcomes...

On only two of the five training topics presented for rating did respondents from the various project years differ significantly: 1981-82 respondents found the "Continuous Effort" topic significantly *less* useful than did the 1980-81 and 1982-83 respondents, and the 1980-81 respondents found the "Effects of Language Bias" topic significantly *more* useful than did the 1979-80 and 1982-83 respondents.

Attitude/ Knowledge Outcomes

A quite positive attitude toward sex equity programs was found for all five project years. Indeed, the overall mean was 3.31 on the 4 point scale, and no significant differences among project years were noted.

The measured attitude toward women, too, was quite positive, with overall mean of 3.47 on the four point scale, and with only one project year differing significantly (the respondents for 1978-79 reported a significantly lower attitude toward women than did the respondents from 1980-81).

Overall, the knowledge level reported was a little more modest, with the respondents answering 59% of the knowledge items correctly. The only significant difference in measured sex equity knowledge among the project years was that the respondents from the most recent year (1982-83) scored significantly higher than the respondents from the earliest year (1978-79).

Activity Outcomes

The respondents from 1978-79 tended more often (than 1979-80 and 1982-83 respondents) to use the "Review/Revise Sexist Language" activity, which the respondents from 1979-80 tended *less* often (than *all* other years): to give "Information at Pre-Registration": to use "Media Activities", and to "Emphasize Sex Equity at Open House". Other than these, there were no significant differences in the use of various "EGO Activities" among the various project years.

6. Project Year Summary...

Activity Outcomes...

Significantly different "effectiveness in increasing awareness" ratings were given to various activities by respondents from various project years. A brief summary may be found on page 125. Basically the respondents from 1978-79 and 1981-82 report several activities to be significantly less effective than did respondents from some other years, especially 1980-81 and 1982-83.

Similarly, significantly different "effectiveness in reducing biased procedures and practices" ratings were given to various activities. A listing of these may be found on page 129. Basically, the respondents from 1979-80 report several activities significantly less effective than did respondents from some other years, especially 1980-81.

Participant Suggestions

The significant differences in the suggestions endorsed by respondents from the various project years revolved, for the most part, around the responses from the most recent project year. They gave significantly more endorsement to the "Disseminate Classroom Materials" suggestion, and significantly less endorsement to both the "Maintain Close Contact with Teams" and the "Make School Vistitations" suggestions.

It was pointed out (p. 135) that the strong endorsement of both the "Disseminate Classroom Materials" and the "Provide Classroom Instructional Materials" suggestions by respondents from all five project years seems quite significant, a kind of consensus on what's needed at the school level.

3. TEAM TYPE

3. TEAM TYPE

In this section, data relevant to selected "questions for evaluation" are presented separately for respondents who reported their teams generally "worked together", and for those reporting that "one" or "a few" did most of the work. Again, the questions for evaluation are grouped as follows:

page

0 EGO Respondents------------------ 140

1 Team Outcomes-------------------- 140

2 Training Outcomes---------------- 144

3 Attitude/Knowledge Outcomes------ 149

4 Activity Outcomes---------------- 151

5 Participant Suggestions---------- 156

6 Team Type Summary --------------- 157

3. TEAM TYPE...

0. Respondents

Q-1 How many participants reporting sharing vs non-sharing team work responded to the Survey Questionnaire?

The data in Table 3.0 indicate that by far the largest percentage of respondents reported their teams "shared the work" (80%) while only a relatively few (17%) indicated that "one or a few" did most of the work. Three percent of the respondents (N=6) did not respond to this item.

Table 3.0

Frequency and Percentage of EGO Respondents

By Team Type

	EGO RESPONDENTS	
TEAM TYPE	N	%
WORK SHARED	129	80%
ONE/FEW DID WORK	27	17%
NO RESPONSE	6	3%
TOTALS	162	100%

1. Team Outcomes

Q-2 (The "work-shared" question is not applicable here since it was on the basis of this question that the team types were defined.)

Q-3 How successful did the respondents from work-shared vs. work-not-shared teams feel their teams were in increasing awareness of sex bias "among the teachers"?

The data in column 2 of Table 3.1, p. 142, indicate that respondents from teams characterized as "sharing their work" felt they were significantly more successful in increasing awareness of sex bias among teachers than did the respondents from teams characterized as "not sharing their work". The mean success ratings were 3.43 and 3.04, respectively, each on a scale of 1 to 5.

Q-4 How successfull did the respondents from work-shared vs work-not-shared teams feel their teams were in increasing awareness of sex bias "among the students"?

The data in column 3 of Table 3.1 indicate that both the respondents from teams characterized as "sharing their work" and those from teams characterized as "not sharing their work" felt their teams were slightly less successful at increasing the awareness of sex bias among students than among teachers, e.g., the work-shared respondents rated success among teachers to be 3.43 on the average, but only 3.17 among students. And the "work-not-shared" respondents rated success among teachers to be 3.04, but 2.96 among students. Moreover, the "work-shared" and "work-not-shared" respondents did not differ significantly in their assessment of success among students, with mean success ratings of 3.17 and 2.96, respectively.

Q-5 How successful did respondents from work-shared vs work-not-shared teams feel their teams were in increasing awareness of sex bias "within the community"?

The data in column 4 of Table 3.1 indicate that the respondents from teams characterized as "sharing their work" felt they were significantly more successful in

Table 3.1 Ego Team Outcome by Team Type

EGO TEAM OUTCOMES

	(1)	(2)	(3)	(4)	(5)
	Work Shared	Increased Awareness[a] Among. . .			Reduce Bias[a]
TEAM TYPE		Teachers	Students	Community	
	(n) %	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
1. Work Shared	(129) 80%	(127) 3.43*	(125) 3.17	(116) 2.41***	(121) 3.37*
2. One/Few Worked	------	(27) 3.04	(27) 2.96	(27) 1.74	(26) 2.93
Totals	(129) 80%	(159) 3.35	(157) 3.14	(148) 2.26	(152) 3.51

a) Scale ranges from "1" (NOT AT ALL) thru "3" (SOMEWHAT) to "5" (VERY MUCH SO).

*) t, p<.05

***) t, p<.001

(Q-5) increasing awareness of sex bias within the community than did respondents from teams characterized as "not sharing their work". Note, however, that the success ratings of both categories of respondents are lower than their respective ratings for teachers and for students, vz. the "community", "teachers", and "students" ratings for respondents from "shared work" teams were 2.40 vs 3.43 and 3.17; and for respondents from "work-not-shared" teams they were 1.74 vs 3.14 and 2.93, respectively (see columns 4, 2 and 3 of Table 3.1).

Q-6 How successful did respondents from work-shared vs work-not-shared teams feel their teams were in reducing biased procedures and practices within the schools?

The data in column 5 of Table 3.1 indicate that once again, the respondents from teams characterized as "sharing their work" reported significantly more success than did respondents from teams characterized as "not sharing their work", with mean success ratings of 3.87 and 2.93, respectively.

Discussion

In this section, data on team outcomes were presented for respondents of two types: those who indicated that most of the work was shared among their team members (work-shared) and those who indicated that work was done by "one or a few" (work-not-shared). More specifically, data on how effective they saw their efforts to increase awareness of sex bias among teachers, among students, and within the community, and on how effective they saw their efforts to reduce sex biased procedures and practices were examined (see Table 3.1, p. 142).

Increasing Awareness

Respondents from teams on which work was shared reported significantly more effectiveness in increasing awareness

1. Team Outcomes...

Discussion...

"among teachers" and "within the community", but not "among students". It may be that the respondents on teams which did not share the work, tended themselves to work more with students, and so tended to find more change.

Reducing Bias

Respondents from teams in which work was shared reported significantly more effectiveness in "reducing biased procedures and practices" than did teams in which work was not shared. This may be so because the activities generally found to be effective in reducing biased procedures and practices are relatively difficult to implement without group support, e.g., Media Activities, Review/Revise Sexist Language, and Information at Pre-Registration, etc.

2. Training Outcomes

Q-7 Overall, how effective did respondents from work-shared vs work-not-shared teams find their EGO training?

The data in column 1 of Table 3.2, p. 146, indicate that respondents from work-not-shared teams found their EGO training more, but not significantly more, effective than respondents from work-shared teams, e.g., their mean effectiveness ratings were 3.70 and 3.48, respectively, on the five point scale.

Q-8 About how much of their training did the respondents from work-shared vs work-not-shared teams "actually use"?

2. Training Outcomes...

(Q-8) The data in column 2 of table 3.2 indicate that a higher percentage of respondents from the work-not-shared (i.e. One/Few Worked) group reported "using more than half of their EGO training". The percentage difference (6%), however, between the work-shared and work-not-shared groups was not large enough to reach statistical significance.

Q-9 About how much of their training did the respondents from work-shared vs work-not-shared teams "continue to use"?

The data in column 3 of Table 3.2 indicate that roughly the same percentage of respondents on work-shared teams "continue to use" more than 50% of their training as report "using more than 50%" of their training in the first place (33% and 30% respectively). Likewise, roughly the same percentage of respondents on work-not-shared teams report "continuing to use more than 50%?" of their training in the first place (42% and 44% respectively). There was no significant difference in "continuous use" reported by respondents from work-shared and work-not-shared teams.

Q-10 Which training topics did the respondents from work-shared vs work-not-shared teams find most useful?

The data in columns 4 thru 8 of Table 3.2 indicate that all five topics considered received "moderately useful" ratings (ranging from 3.22 to 3.70 on a five point scale). Moreover, there were no significant differences between the ratings of respondents from work-shared vs work-not-shared teams. Still, some preferences were shown, by both groups, in finding "the importance of continuous efforts in reducing sex bias, and "various strategies for reducing sex stereotyping and sex bias" to be the most useful topics (with overall mean usefulness ratings of 3.58 and 3.53, respectively).

Table 3.2 Ego Training Outcomes by Team Type

EGO TRAINING OUTCOMES

TEAM TYPE			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
			Overall Effectiveness[a]	Greater than 50% Used	Greater than 50% Still Used	Usefulness of EGO Training Topics[b]				
						Cont. Efforts	Reduce Stereo.	Language Bias	Effects on Voc. Ed.	Laws/Regs.
Type	N	%[c]	$\bar{x}$	%	%	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1. Work Shared	129	80%	3.48	30%	33%	3.56	3.48	3.34	3.34	3.23
2. One/Few Worked	27	17%	3.70	44%	42%	3.67	3.70	3.54	3.56	3.22
Totals	196	97%	3.51	33%	36%	3.58	3.53	3.38	3.38	3.25

a) Scale ranges from "1" (NOT EFFECTIVE) thru "3" (SOMEWHAT EFFECTIVE) to "5" (VERY EFFECTIVE).

b) Scale ranges from "1" (NOT AT ALL USEFUL) thru "3" (MODERATELY USEFUL) to "5" (VERY USEFUL).

c) Base = 162

Discussion

In this section, data on various outcomes of EGO training were presented for respondents who reported their teams shared their work and for respondents who reported their teams did not, i.e., data on overall effectiveness, on extent the training was used, on extent of continued use, and on usefulness of various training topics (see Table 3.2, p. 146).

Overall Effectiveness

The overall effectiveness of EGO training was more than "somewhat effective" ($\bar{x}$=3.51 on a 5 point scale), but did not vary by whether or not the respondents teams shared their work.

Extent Used

Nor did respondents from teams whch shared their work report significantly more or less use of their EGO training. The overall average was 33% reporting they used a large part (more than 50%) of their training.

Continued Use

Nor did recpondents from teams which shared their work report significantly more or less continued use of their EGO training. The overall average was 36% reporting they continued to use a large part (more than 50%) of their training.

Topic Usefulness

And they did not report significantly different usefulness for ANY of the five specific training topics rated.

Neither the "utility" nor the "effectiveness" of EGO training, then, seems related to whether or not the teams shared their work. If the "team strategy" (i.e. training teams rather than individuals) is to continue, these findings will have to be seriously considered.

Table 3.3 Ego Participant Attitude/Knowledge by Team Type

TEAM TYPE			EGO PARTICIPANT ATTITUDE/KNOWLEDGE LEVEL								
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
			Attitude Toward Sex Equity Programs[a]			Attitude Toward Women[a]			Knowledge of Sex Equity Issues[b]		
Respondents	N	%[c]	N	SD	$\bar{x}$ rating	N	SD	$\bar{x}$ rating	N	SD	Correct $\bar{x}$ ($\bar{x}$%)
1. Work Shared	129	80%	125	0.50	3.27	124	0.54	3.44	129	1.32	3.47 (58%)
2. One/Few Worked	27	17%	26	0.42	3.46	26	0.41	3.58	27	1.52	3.63 (61%)
Totals (all respondents)	156	97%	157	0.49	3.31	156	0.52	3.47	162	1.36	3.54 (59%)

a) Ranges from "-4" (complete disagreement) thru "0" (no agreement) to "+4" (complete agreement) with "Sex-equity program" or women" issues. Negatively phrased statements were transposed before scoring.

b) Ranges from "0" (no knowledge items correct) to "6" (all knowledge items correct).

c) Base=162

3. Attitude/Knowledge Outcomes

Q-11 What was the attitude toward sex equity programs among respondents from work-shared vs work-not-shared teams?

The data given in column 3 of Table 3.3, p. 148, indicate that both respondents from work-shared and work-not-shared teams received quite high attitudes toward sex equity scores, with respondents from work-not-shared teams (i.e. One/Few Worked) receiving a mean attitude score of 3.46 on a scale of 1 to 4, and the respondents from work-shared teams receiving a mean of 3.27. These mean attitude measures did not differ significantly.

Q-12 What was the attitude toward women among respondents from work-shared vs work-not-shared teams?

The data in column 6 of 3.3 indicate that again both groups of respondents received high attitude scores, and again, respondents from work-not-shared teams received a mean score slightly, but not significantly, higher than respondents from work-shared teams; $\bar{x}$=3.58 and 3.44, respectively.

Q-13 What was the "knowledge level" regarding sex-equity issues among respondents from work-shared vs work-not-shared teams?

The data in column 9 of Table 3.3 indicate that, on the average, respondents from work-shared teams answered 3.47 of the six knowledge items correctly (58%), while respondents from work-not-shared teams answered 3.63 correctly (61%). The differences between the two means was not large enough to reach statistical significance.

Discussion

In this section, data on EGO respondents attitudes and knowledge were presented, i.e. data on attitude toward sex equity programs, on attitude toward women, and on knowledge of sex equity issues (Table 3.3, p. 148).

Attitude Toward Sex Equity Programs

Respondents from teams which shared their work reported a slightly, but not significantly, lower attitude toward Sex Equity Programs than respondents from teams which did not share their work ($\bar{x}$=3.27 vs 3.46, respectively).

Attitude Toward Women

Likewise, they reported a lower, but not significantly lower, attitude toward women ($\bar{x}$=3.44 vs 3.58, respectively).

Knowledge of Sex Equity Issues

And their knowledge of sex equity issues, too, at least as measured by the brief "quiz" embedded in the questionnaire, was lower, but not significantly lower than respondents from teams which did not share their work (50% correct vs 61% correct).

It may be that the repondents who reported their teams did not share the work were, themselves, the "doers". This might account in part for the more positive attitudes (they had more "invested") and higher knowledge levels (they did more).

4. Activity Outcomes

Q-14 What activities were utilized by respondents on work-shared vs work-not-shared teams to increase awareness of sex bias and reduce sex biased procedures and practices?

The data in columns 1 thru 14 of Table 3.4a, p. 152, indicate the respondents from work-shared teams reported using #1, "Registration/Curriculum Activities", #3, "Review/Revision of Sexist Language", and #9, "Mini-Workships for Faculty", most often (85%, 67%, and 64%, respectively).

On only two activities, however, did the respondents on work-shared vs work-not-shared teams differ significantly: respondents from work-shared teams reported significantly more "Review/Revise of Sexist Language" (67% vs 44%, respectively); and respondents from work-not-shared teams reported significantly more "Production of Materials" (74% vs 53%).

Q-15 How effective did the respondents from work-shared vs work-not-shared teams feel the above activities were in increasing awareness of sex bias in the schools?

The data in columns 1 thru 14 of Table 3.4b, p. 153, indicate that respondents from work-shared teams felt #6, "Nontraditional Speakers" ($\bar{x}$=5.35), #9, "Pre-Registration Tours" ($\bar{x}$=5.31), and #11, "Media Activities" ($\bar{x}$=5.23) were the most effective activities in increasing awareness of sex bias in the schools. Respondents from work-not-shared teams felt that #6, "Nontraditional Speakers" ($\bar{x}$=5.11), #7, "Produce Materials" ($\bar{x}$=5.00), and #8, "Mini-Sessions for Students" ($\bar{x}$=4.86) were the most effective.

Despite the differences, however, on only one of the 14 activities did respondents from work-shared and work-not-shared teams differ significantly. Respondents from work-shared teams reported activity #4, "Mini-Workshops for Faculty" were significantly more effective than did respondents from work-not-shared teams ($\bar{x}$=4.95 and 3.79, respectively).

Table 3.4a Percent Ego Activities by Team Type

EGO ACTIVITIES

TEAM TYPE			1) Registr./Curr. Act.[a]	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%[b]	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %
Work Shared 1	129	80%	(100) 85%	(76) 59%	(87) 67%[b]	(82) 64%	(76) 59%	(74) 54%	(69) 53%	(65) 50%	(61) 47%	(53) 41%	(44) 34%	(36) 28%	(20) 16%	(9) 7%
One/Few Worked 2	27	17%	(23) 78%	(18) 67%	(12) 44%	(15) 56%	(13) 48%	(19) 70%	(20) 74%[c]	(15) 56%	(16) 59%	(9) 33%	(13) 48%	(8) 30%	(2) 7%	(3) 11%
Totals (all respondents)	156	97%	(127) 78%	(108) 67%	(103) 64%	(101) 62%	(93) 57%	(92) 57%	(91) 56%	(83) 51%	(80) 49%	(64) 40%	(58) 36%	(45) 28%	(22) 14%	(12) 7%

a) Column number referred to in text.

b) Base=162

b) x^2=5.09, df=1, $p < .05$

c) x^2=3.86, df=1, $p < .05$

Table 3.4b Mean Participant Rating of Effectiveness[a] of Ego Activities in Increasing Awareness of Sex Bias in the Schools by Team Type

EGO ACTIVITIES

TEAM TYPE			1) Registr./Curr. Act.[a]	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%[b]	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
Work Shared 1	129	80%	(93) 4.95	(72) 4.99	(82) 4.99	(82) 5.17	(78) 4.95*	(71) 5.00	(63) 5.35	(64) 5.05	(61) 5.08	(58) 5.31	(43) 5.23	(39) 4.31	(22) 4.86	(12) 5.17
One/Few Worked 2	27	17%	(22) 4.59	(18) 4.67	(11) 4.45	(14) 3.79	(13) 4.69	(18) 5.11	(18) 5.00	(14) 4.86	(15) 4.80	(8) 4.25	(11) 4.45	(8) 4.00	(3) 3.00	(4) 3.75
Totals (all respondents)	156	97%	(119) 4.88	(93) 4.97	(95) 5.11	(96) 4.81	(86) 4.95	(84) 5.32	(84) 5.05	(78) 5.00	(75) 5.23	(60) 4.98	(54) 5.07	(48) 4.19	(25) 4.64	(16) 4.81

a) Range from "1" (INEFFECTIVE to "7" (VERY EFFECTIVE).

b) Base=162

*) t=2.56, df=90, $p<.05$

Table 3.4c Mean Participant Rating of Effectiveness[a] of Ego Activities in Reducing Incidence of Sex Biased Procedures and Practices by Team Type

EGO ACTIVITIES

TEAM TYPE			1) Registr./Curr. Act.[a]	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%[b]	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
Work Shared[1]	129	80%	(80) 4.59	(63) 4.84	(75) 5.07	(72) 4.53	(62) 4.71	(59) 4.75	(57) 4.72	(61) 5.08	(59) 4.76	(47) 4.72	(36) 4.86	(35) 3.83	(19) 4.37	(12) 5.17
One/Few Wkd.[2]	27	17%	(26) 4.25	(16) 4.31	(9) 4.56	(12) 3.83	(11) 4.91	(16) 4.63	(16) 4.63	(14) 4.86	(12) 4.67	(7) 4.14	(10) 4.70	(7) 4.14	(2) 3.50	(4) 3.75
Totals	156	97%	(107) 4.54	(82) 4.76	(87) 5.02	(85) 4.54	(74) 4.76	(75) 4.72	(73) 4.70	(78) 5.06	(74) 4.80	(56) 4.66	(46) 4.83	(43) 3.81	(21) 4.29	(16) 4.81

a) Ranges from "1" (INEFFECTIVE) to "7" (VERY EFFECTIVE).

b) Base=162

4. Activity Outcomes...

Q-16 How effective did the respondents from work-shared vs work-not shared teams feel the above activities were in reducing sex biased practices and procedures in the schools?

The data in columns 1 thru 14 of Table 3.4c, p. 154, indicate that respondents from work-shared teams rated #14, "Pairing Students" ($\bar{x}$=5.17), #8, "Mini-Sessions for Students" ($\bar{x}$=5.08), and #3, "Review/Revise Sexist Language" ($\bar{x}$=5.07) to be the most effective activities in reducing sex biased procedures and practices. Respondents from work-not-shared teams rated #5, "Information at Pre-Registration" ($\bar{x}$=4.91), #8, "Mini-Sessions for Students" ($\bar{x}$=4.86), and #6, "Nontraditional Speakers" ($\bar{x}$=4.63) to be the most effective activities.

Note that none of these "most" effective activities were rated in the "Very Effective" range of the seven step "effectiveness scale", i.e. around 6 or 7; and note also that there are no significant differences between the effectiveness ratings given by respondents from work-shared and work-not-shared teams on ANY of the 14 activities.

Discussion

In this section, data on the incidence and outcomes of EGO activities were presented for teams identified as sharing their work and teams identified as not sharing their work: more specifically, activities used (Table 3.4a, p. 152), perceived effectiveness of activities in increasing awareness of sex bias (Table 3.4b, p. 153), and perceived effectiveness in reducing the incidence of sex biased procedures and practices (Table 3.4c, p. 154) were discussed.

Activities Used

The respondents from teams reported to share their work were significantly more likely than those from teams which did not share their work to "Review/Revise Sexist Language". This was the only activity, however, for which the work-shared and work-not-shared teams reported a significantly different

4. Activity Outcomes...

Discussion...

usage. Why this is so is not clear, since other activities would seem to require as much, if not more, "teamwork", e.g. Pre-Registration teams, Emphasis at Open House, etc.

Effectiveness in Increasing Awareness

Respondents from teams reported to share their work felt the "Mini-Workshops for Faculty" activity was significantly more effective in increasing awareness of sex bias than the respondents from teams in which one or few did most of the work. This was the only activity, however, on which significantly different effectiveness ratings were given.

Effectiveness in Reducing Sex Bias

Respondents on teams which shared their work and those on teams where one or a few team members did most of the work, did not differ much in their estimating of how effective the various EGO Activities were in reducing the incidence of sex biased procedures and practices in the schools. In fact, their effectiveness ratings were not significantly different from any of the 14 activities presented.

5. Participant Suggestions

Q-17 What suggestions did respondents from work-shared vs work-not-shared teams offer/endorse to help the project office serve the teams more effectively?

The data in columns 1 thru 5 of Table 3.5, p. 158, indicate that the suggestions endorsed most often by respondents from work-shared and work-not-shared (i.e. One/Few Worked) teams were:

5. Participant Suggestions...

(Q-17) -Suggestion #1: Disseminate Classroom Materials (65% and 45%, respectively), and
-Suggestion #2: Provide Classroom Instructional Materials (59% and 52%, respectively).

Moreover, on none of the five suggestions were significantly different endorsement percentages given by respondents from work-shared vs work-not-shared teams.

6. Team Type Summary

Respondents	Eighty percent of the EGO respondents (129) reported that the work was pretty much shared among their team members, while 17% (27) reported most of the work was done by one or a few team members.
Team Outcomes	Respondents in teams reported to share their work felt their teams were significantly more effective (than non-shared) in increasing awareness of sex bias "among teachers" and "within the community", but not "among students". It was suggested that respondents on teams which did not share their work might tend themselves to work more with students, and hence find more change there. Respondents from work shared teams also found their teams significantly more effective in reducing biased procedures and practices in the schools. It was pointed out that the activities generally found to be effective in reducing biased procedures and practices (Media Activities, Review/Revise Sexist Language; Information at Pre-Registration, etc.) are relatively difficult to implement without group support.

Table 3.5 Suggestions for Change by Team Type

	SUGGESTIONS FOR CHANGE				
	(1)	(2)	(3)	(4)	(5)
TEAM TYPE	Disseminated Classroom Materials	Provide Classroom Instr. Materials	Maintain Close Contact w/Teams	Make School Visitations	Do Mid-Year Follow-up
	(n) %	(n) %	(n) %	(n) %	(n) %
1. Work Shared	(84) 65%	(58) 45%	(55) 43%	(43) 33%	(39) 30%
2. One/Few Worked	(16) 59%	(14) 52%	(13) 48%	(9) 33%	(6) 22%
All Respondents	(101) 62%	(72) 44%	(69) 43%	(53) 33%	(48) 28%

6. Team Type Summary...

Training Outcomes

Respondents from teams which shared their work and those from teams which did not, did not report significantly different: overall effectiveness of their EGO training, extending its use, extending its continued use, or usefulness of its varied topics.

It was implied that at least some marked differences might be expected since the EGO Project advocates a team strategy for system change; yet those applying the "team strategy" did not find their training more effective, did not use it more, do not continue to use any of it, and do not find any of its topics any more usefull than respondents which do not apply a "team strategy".

Attitude/ Knowledge Outcomes

Respondents from teams reporting the work was not shared reported slightly, but not significantly more positive attitudes toward sex equity programs; slightly but not significantly more positve attitudes toward women; and slightly but not significantly more knowledge of sex equity issues.

It was suggested that the respondents who reported their teams did not share the work were themselves, the doers, which might account for their slightly more positive attitude and knowledge level.

Activity Outcomes

Teams in which the work was shared reported significantly more use of "Review/Revise of Sexist Language"; and teams in which work was not shared reported significantly more use of "Production of Materials".

On only one activity, however, was there a significant difference in perceived effectiveness in increasing awareness of sex bias: Respondents from work shared teams reported "Mini-Workshops for Faculty" was significantly more effective than did respondents from work not shared teams.

6. Team Type Summary...

Activity Outcomes...	On none of the 14 activities considered, did the two team types differ significantly in their ratings of effectiveness in reducing sex biased practices and procedures.
Participant Suggestions	Respondents from work-shared and work-not-shared teams did not differ significantly in their endorsement of any of the program change suggestions offered.

4. PARTICIPANT POSITION

4. PARTICIPANT POSITION

In this section, data relevant to the study"s "questions for evaluation" are presented separately by "participant position", i.e. administrator, counselor, and vocational education teacher. As above, the questions for evaluation are grouped into the following categories:

page

0 EGO Respondents------------------ 162

1 Team Outcomes-------------------- 162

2 Training Outcomes---------------- 167

3 Attitude/Knowledge Outcomes------ 170

4 Activity Outcomes---------------- 172

5 Participant Suggestions---------- 181

6 Participant Position Summary----- 182

4. PARTICIPANT POSITION...

0. Respondents

Q-1 How many EGO participant administrators, counselors, and voc. ed. teachers responded to the survey questionnaire?

The data in Table 4.0 indicate that by far the largest percentage of respondents (70%) was voc. ed. teachers (N=113) with the remainder of the respondents nearly evenly divided between administrators (N=235) and counselors (N=23).

Table 4.0

Frequency and Percentage of EGO Respondents

By Participant Position

PARTIICIPANT POSITION	EGO N	RESPONDENTS %
ADMINISTRATOR	25	15%
COUNSELOR	23	14%
VOC. ED. TEACHER	113	70%
TOTAL	161	99%

1. Team Outcomes

Q-2 To what extent did administrator, counselor, and voc. ed. teacher EGO respondents at the various schools report work was shared in the EGO teams?

The data in column 1 of Table 4.1, p. 164, indicate that 88% of the administrators, 81% of the voc. ed. teachers, and 65% of the counselors who responded to the EGO Project questionnaire reported their EGO Project work

(Q-2) "was pretty much shared among the team members". Note that while the counselors reported less shared work than either the administrators or the voc. ed. teachers, these differences were not large enough to render statistical significance.

Q-3 How successful did the administrator, counselor, and voc. ed. teacher EGO respondents feel their teams were in increasing awareness of sex bias among the teachers?

The data in column 2 of Table 4.1 incicate that on a five point rating scale, administrators rated the teams' success in increasing awareness of sex bias among the tachers to be 3.64, on the average; the counselors mean rating was 3.55, and that of the voc. ed. teachers was 3.25. Moreover, the administrator's success rating was significantly higher that those of the teachers, but not significantly higher that that of the counselors.

Q-4 How successful did the adminsistrator, counselor, and voc. ed. teacher respondents feel their teams were in increasing awareness of sex bias among the students?

The data in column 3 of Table 4.1 indicate that administrators rated their teams' success in increasing the awareness of sex bias among students to be 3.40 on the average, while teachers' average success rating was 3.11, and that of counselors was 3.00, again on the same five point scale. This time, however, there were significant differences among the three ratings.

Q-5 How successful did the administrator, counselor, and voc. ed. teacher respondents feel their teams were in increasing awareness of sex bias in the community?

210

Table 4.1 Ego Team Outcomes by Position of Participant

EGO TEAM OUTCOMES

POSITION OF PARTICIPANT	(1) Work Shared	(2) Increased Awareness[a] Among. . .	(3)	(4)	(5) Reduce Bias [a]
		Teachers	Students	Community	
	(n) %	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
1. Administrator	(22) 88%	(25) 3.64^{3}	(25) 3.40	(24) 2.58^{2}	(24) 3.58^{3}
2. Counselor	(15) 65%	(22) 3.55	(22) 3.00	(22) 2.09	(22) 3.59^{3}
3. Voc. Ed. Teacher	(92) 81%	(111) 3.25	(110) 3.11	(102) 2.23	(110) 3.15
Totals	(129) 80%	(158) 3.35	(157) 3.14	(148) 2.26	(156) 3.27

a) Scale ranges from "1" (NOT AT ALL) thru "3" (SOMEWHAT) to "5" (VERY MUCH SO).

1-3) Numerical superscript indicates a position with a significantly lower mean and/or percentage (x^2 or t, with at least $p < .05$).

(Q-5) The data in column 4 of Table 4.1 indicate that lower success ratings were given to increasing awareness of sex bias within the community by all three groups. Administrators' mean success rating was 2.58; voc. ed. teachers' mean rating was 2.30; and counselors' mean rating was 2.09. The counselors' rating, by the way, was significantly lower than that given by the administrators, but not significantly lower than the voc. ed. teacher rating.

Q-6 How successful did the administrator, counselor, and voc. ed. teacher respondents feel their teams were in reducing biased procedures within the schools?

Turning once again to Table 4.1, this time to column 5, we see that both counselors and administrators rated the teams success in reducing biased procedures and practices within the school to be significantly higher than did the voc. ed. teachers (with means of 3.59 and 3.59 for counselors and administrators, respectively, versus 3.15 for voc. ed. teachers.)

Discussion

In this section, data on team outcomes were presented for respondents from each of the three positions: administrator, counselor, and vocational education teacher. The outcomes were: how much they shared the work, how effective they saw their efforts to increase awareness of sex bias among teachers, among students, and within the community. And how effective they saw their efforts to reduce sex biased procedures and practices in the schools (see Table 4.1, p. 164).

Sharing the Work

While there were no significant differences among respondent administrators, counselors, and voc. ed. teachers in their

Discussion...

estimates of how much their teams shared the work (80%, 65%, and 81%, respectively), the counselors did report the lowest percentage (65%), quite possibly because of their intermediary positions, they tended to feel they were the "one/few who did most of the work". Again, however, this adminstrator difference was not large enough to reach statistical significance.

Increasing Awareness

Were there differences among administrators, counselors, and voc. ed. teachers in their perceived effectiveness in increasing awareness of sex bias among teachers? Among students? And within the community? Yes...some. Administrator respondents tended to find their teams significantly more effective than counselors and voc. ed. teachers in increasing awareness among teachers and increasing awareness within the community. There were no significant differences among the various groups, however, in the ratings of increased awareness among students. This pattern may be due, in part, simply to differential acccess, i.e. administrators have more direct access to teachers and "the community", but proportionately, less direct access to students.

Reducing Bias

Voc. ed. teacher respondents reported their teams significantly less effective in reducing biased procedures and practices than the respondents who were administrators or counselors. Again, this may, in large part, be attributable to "differential access", only this time with administrators and counselors having more direct access and dealings with the everyday practices and procedures at the school..hence, they may be more actively aware of slight changes and differences.

2. Training Outcomes

Q-7 **Overall, how effective did the administrator, counselor, and voc. ed. teacher respondents find their EGO training?**

The data in column 1 of Table 4.2, p. 168, indicate that administrators, counselors, and voc. ed. teachers rated their EGO training "somewhat effective", with mean ratings of 3.73, 3.95, and 3.39 respectively: the effectiveness ratings of the counselors, moreover, were significantly higher than those of the voc. ed. teachers (3.95 vs 3.39, respectively).

Q-8 **About how much of their training did the administrator, counselor, and voc. ed. teacher respondents actually use?**

The data in column 2 of Table 4.2 indicate that 28% of the administrators, 52% of the counselors, and 31% of the voc. ed. teachers reported using more than half of their EGO training. None of these differences, however, were large enough to reach statistical significance.

Q-9 **About how much of their EGO training do the administrator, counselor, and voc. ed. teacher respondents continue to use?**

The data in column 3 of Table 4.2 indicate that 44% of the administrators, 40% of the counselors, and 33% of the voc. ed. teachers reported continuing to use more than half of their EGO training. Moreover, none of these differences were large enough to reach statistical significance.

Q-10 **Which training topics did the administrator, counselor, and voc. ed. teacher respondents find most useful?**

Table 4.2 Ego Training Outcomes by Participant Position

EGO TRAINING OUTCOMES

PARTICIPANT POSITION			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
			Overall Effectiveness[a]	Greater than 50% Used	Greater than 50% Still Used	Usefulness of EGO Training Topics[b]				
						Cont. Efforts	Reduce Stereo.	Language Bias	Effects on Voc. Ed.	Laws/Regs.
Position	N	%	$\bar{x}$	%	%	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1. Administrator	25	15%	3.73	28%	44%	3.91[3]	3.65	3.50	3.59	3.50
2. Counselor	23	14%	3.95[3]	52%	48%	3.95[3]	3.78	3.95[3]	3.64	3.65[3]
3. Voc. Ed. Teachers	113	70%	3.39	31%	33%	3.44	3.46	3.25	3.30	3.12
Totals	161	99%	3.51	33%	36%	3.58	3.53	3.38	3.38	3.25

a) Scale ranges from "1" (NOT EFFECTIVE) thru "3" (SOMEWHAT EFFECTIVE) to "5" (VERY EFFECTIVE).

b) Scale ranges from "1" (NOT AT ALL USEFUL) thru "3")MODERATELY USEFUL) to "5" (VERY USEFUL).

3) Numerical superscript indicates Voc. Ed. Teachers had a significantly lower mean rating (t, p<.05).

(Q-10) We see in columns 4 thru 8 of Table 4.2 that administrators, counselors, and voc. ed. teachers rated all five topics to be a little better than "Moderately Useful", with mean ratings ranging from 3.12 to 3.95.

On the "Importance of Continuous Efforts to Reduce Sex Bias" topic, however, both counselor and administrator respondents gave significantly higher usefulness ratings than did voc. ed. teacher respondents. And on the "Effects of Language Bias" and "Laws and Regulations" topics, counselors gave significantly higher usefulness ratings than voc. ed. teachers. There were no significant differences among administrators, counselors, and voc. ed. teachers in their ratings of the "Strategies" topic, with mean usefulness ratings of 3.65, 3.78, and 3.46, respectively, on the five point scale.

Discussion

In this section, data on various outcomes of EGO training were presented for each EGO respondent position, i.e. overall effectiveness of EGO training, extent used, extent of continued use, and usefulness of various training topics (see Table 4.2, p. 168).

Overall Effectiveness

While administrator, counselor, and voc. ed. teacher respondents all found their EGO training to be more that "somewhat effective" (mean effectiveness ratings of 3.73, 3.95 and 3.39, respectively, on a five point scale), the counselors reported their training significantly more effective than did the voc. ed. teachers, quite probably because it had more direct and immediate relevance to their everyday duties, in particular, "career counseling".

Extent Used

A higher, but not significantly higher, percentage of counselors than administrators or voc. ed. teachers reported

2. Training Outcomes...

Discussion...

using more than half of their EGO training (52% vs 28% and 31%, respectively). Again, this might be expected due to the particular relevance to their task.

Continued Use

There were no significant differences among administrators, counselors and voc. ed. teachers in reported continued use of "more than half of their EGO training". It is odd, on the surface at least, that 44% of the administrators reported "continued use of much of their EGO training", when only 28% reported using very much (more than 50%) in the first place.

Topic Usefulness

Voc. ed. teacher respondents reported the following topics to be significantly *less* useful than did counselor respondents: "Importance of Continuous Efforts to Reduce Sex Bias", "Effects of Language Bias on Vocational Course Enrollment", and "Laws and Regulations for Reducing Sex Stereotyping/sex Bias". There were no significantly different usefulness ratings among the three positions for: "Various Strategies for Reducing Sex Stereotyping and Sex Bias", and '"Effects of Sex Bias and Stereotyping on Vocational Programs".

3. Attitude/Knowledge Outcomes

Q-11 *What was the attitude toward sex-equity programs among administrators, counselors, and voc. ed. teacher respondents?*

The data in column 3, Table 4.3 (p. 172) indicate that the attitude toward sex equity scores of administrators, counselors, and voc. ed. teachers averaged 3.53, 3.40, and 3.25 (on a *four* point scale), respectively. The

(Q-11) only significance among the attitude scores of the three positions was that administrator respondents scored significantly higher than voc. ed. teacher respondents, with means of 3.53 land 3.25, respectively.

Q-12 What was the attitude toward women among administrators, counselors, and voc. ed. teachers?

The data in column 6, Table 4.3 indicates that the attitude toward women was also high for all three groups, with mean scores of 3.54, 3.47, and 3.46 for administrator, counselor, and voc. ed. teacher respondents, respectively. There were no differences among their means, however, large enough to reach statistical significance.

Q-13 What was the "knowledge unit" regarding sex equity issues among administrator, counselor, and voc. ed. teacher respondents?

The data in column 9 of Table 4.3 indicate that voc. ed. teachers received the highest average score on the sex equity items, 3.63 (59%); followed by the counselors, 3.35 (56%); and the administrators, 3.32 (55%). None of the differences among these mean scores, however, were large enough to reach statistical significance.

Discussion

In this section, data on EGO respondent attitude and knowledge were presented: attitude toward sex equity programs, attitude toward women, and knowledge of sex equity issues (Table 4.3, p. 172).

Table 4.3 Ego Participant Attitude/Knowledge Level by Participant Position

EGO PARTICIPANT ATTITUDE/KNOWLEDGE LEVEL

PARTICIPANT POSITION			(1) Attitude Toward Sex Equity Programs[a]	(2)	(3)	(4) Attitude Toward Women[a]	(5)	(6)	(7) Knowledge of Sex Equity Issues[b]	(8)	(9)
Respondents	N	%	N	SD	$\bar{x}$ rating	N	SD	$\bar{x}$ rating	N	SD	Correct $\bar{x}$ ($\bar{x}$%)
1. Administrator	25	15%	22	0.37	3.53[3]	22	0.44	3.54	25	1.57	3.32 (55%)
2. Counselor	23	14%	23	0.56	3.40	23	0.61	3.47	23	1.61	3.35 (56%)
3. Voc. Ed. Teacher	113	70%	111	0.48	3.25	110	0.52	3.46	113	1.26	3.63 (61%)
Totals (all respondents)	161	99%	157	0.49	3.31	156	0.52	3.47	162	1.36	3.54 (59%)

a) Ranges from "-4" (complete disagreement) thru "0" (no agreement) to "+4" (complete agreement) with "Sex-equity program" or "women" issues. Negatively phrased statements were transposed before scoring.

b) Ranges from "0" (no knowledge items correct) to "6" (all knowledge items correct).

c) Base = 162

3) Numerical superscript indicates Voc. Ed. Teachers (#3) had a significantly lower mean (t, with at least $p < .05$)

3. Attitude/Knowledge Outcomes...

Discussion...

Attitude Toward Sex Equity Programs

While the measured attitude toward sex equity progams was quite positive for administrators, counselors, and voc. ed. teachers mean agreement ratings of 3.53, 3.40, and 3.25, respectively, on a four point scale), the administrator respondents reported a significantly more positive attitude than did the voc. ed. teachers.

Knowledge of Sex Equity Issues

Voc. ed. teachers answered a higher percentage of "sex equity knowledge items" than did the counselors or the administrators (61% vs 56% and 55%, respectively). A difference of this size, however, is not large enough to reach statistical significance. The overall average, 59% correct, was itself not overly high. The item on Title II Legislation, in particular, was difficult for administrators, counselors, and voc. ed. teachers, possibly because it lacked much direct relevance (see item #4, p. 363; Appendix A).

4. Activity Outcomes

Q-14 What activities were utilized by the administrator, counselor, and voc. ed. teacher respondents to increase awareness of sex bias and to reduce sex biased procedures and practices in the schools?

The data in columns 1 thru 14 of table 4.4a, p. 174, indicate that the activities reported most used by administrators were:

- -Activity #1, Registration/Curriculum Activities (88%),
- -Activity #3, Review/Revise Sexist Language (72%), and
- -Activity #4, Mini-Workshops for Faculty (72%).

223

Table 4.4a Percent Ego Activities by Participant Position

PARTICIPANT POSITION			EGO ACTIVITIES													
			[a] 1) Registr./Curr. Act.	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%[b]	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %
Administr.[1]	25	15%	(22) 88%	(15) 60%	(18) 72%	(18) 72%	(15) 60%	(17) 68%	(14) 56%	(12) 48%	(12) 48%	(9) 36%	(14) 56%[3]	(8) 32%	(6) 24%	(0) 0%
Counselor[2]	23	14%	(19) 83%	(15) 65%	(13) 57%	(15) 65%	(15) 65%	(18) 78%[3]	(16) 70%	(15) 65%	(11) 48%	(12) 52%	(9) 39%	(8) 35%	(1) 4%	(2) 9%
Voc. Ed. Teacher[3]	113	70%	(85) 75%	(67) 59%	(71) 63%	(68) 60%	(61) 54%	(56) 50%	(6) 54%	(55) 44%	(56) 50%	(43) 38%	(35) 31%	(29) 13%	(15)13%	(10) 9%
Totals	161	99%	(127) 78%	(108) 67%	(103) 64%	(101) 62%	(93) 57%	(92) 57%	(91) 56%	(83) 51%	(80) 49%	(64) 40%	(58) 36%	(45) 28%	(22) 14%	(12) 7%

a) Column number referred to in text.

b) Base=162

3) Numerical superscript indicates Voc. Ed. Teachers had a significantly lower mean (x^2, with at least $p < .05$).

4. Activity Outcomes...

(Q-14) Among counselors, the activities reported most used were:
- Activity #1, Registration/Curriculum Activities (83%),
- Activity #6, Nontraditional Speakers (78%), and
- Activity #7, Produce Materials (70%).

Among voc. ed. teachers, the activities reported most used were:
- Activity #1, Registration/Curriculum Activities (75%),
- Activity #3, Review/Revise Sexist Language (63%), and
- Activity #4, Mini-Workshops for Faculty (60%).

Only two significant differences in reported use of the various activities were found among respondents from the three positions:
- Administrators reported using significantly more Media Acitivities (#11) than voc. ed. teachers, and
- Counselors reported using significantly more Nontraditional Speakers (#6) than voc ed. teachers.

Q-15 How effective did the administrator, counselor, and voc. ed. teacher respondents feel the above activities were in increasing awareness of sex bias in the schools?

The data in columns 1 thru 14 of Table 4.4b indicate that among administrator respondents, the activities found to be most effective in increasing awareness of sex bias were:
- Activity #2, Recognize Nontraditional Students ($\bar{x}$=5.46),
- Activity #3, Review/Revise Sexist Language ($\bar{x}$=5.41), and
- Activity #10, Emphasis at Open House ($\bar{x}$=5.25).

Among counselors, the most effective activities were:
- Activity #9, Pre-Registration Tours ($\bar{x}$=5.88),
- Activity #8, Mini-Sessions for Students ($\bar{x}$=5.69), and
- Activity #1, Registration/Curriculum Activities ($\bar{x}$=5.47).

Table 4.4b Mean Participant Rating of Effectiveness[a] of Ego Activities in Increasing Awareness of Sex Bias in the Schools by Participant Position

EGO ACTIVITIES

PARTICIPANT POSITION			1) Registr./Curr. Act.[a]	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%[b]	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
Administr.[1]	25	15%	(20) 5.00	(13) 5.46	(17) 5.41	(16) 4.88	(13) 5.13	(14) 5.14	(14) 5.14	(10) 4.80	(12) 5.08	(8) 5.25	(8) 5.00	(8) 5.00	(6) 5.17	(0) -
Counselor[2]	23	14%	(15) 5.47	(14) 4.93	(9) 5.11	(11) 5.36	(12) 5.17	(14) 5.00	(12) 5.08	(13) 5.69	(8) 5.13	(8) 5.13	(8) 5.25	(9) 4.00	(2) 6.00	(1) 6.00
Voc. Ed. Teachers[3]	113	70%	(83) 4.76	(65) 4.89	(68) 5.04	(69) 4.71	(60) 4.85	(55) 5.47	(58) 5.02	(54) 4.98	(54) 5.13	(44) 4.91	(34) 5.06	(31) 4.03	(17) 4.29	(15) 4.73
Totals (all respondents)	161	99%	(119) 4.88	(93) 4.97	(95) 5.11	(96) 4.81	(86) 4.95	(84) 5.32	(84) 5.05	(78) 5.06	(75) 5.23	(44) 4.98	(54) 5.07	(48) 4.19	(25) 4.64	(16) 4.81

a) Ranges from "1" (INEFFECTIVE) to "7" (VERY EFFECTIVE).

b) Base=162

4. Activity Outcomes...

(Q-15) Among voc. ed. teachers, the most effective activities were:
- -Activity #6, Nontraditional Speakers ($\bar{x}$=5.47),
- -Activity #9, Pre-Registration Tours ($\bar{x}$=5.13), and
- -Activity #11, Media Activities ($\bar{x}$=5.06).

There were, however, no significant differences in effectiveness ratings among administrators, counselors, or voc. ed. teachers for any of the 14 activities rated.

Q-16 How effective did the administrator, counselor, and voc. ed. teacher respondents feel the above activities were in reducing sex biased practices and procedures in the schools?

The data in column 1 thru 14 of Table 4.4c, p. 178, indicate that:

Among administrator respondents, the activities found to be most effective in reducing sex biased procedures and practices in the schools were:
- -Activity #3, Review/Revise Sexist Language ($\bar{x}$=5.44),
- -Activity #5, Information at Pre-Registration ($\bar{x}$=5.10, and
- -Activity #7, Produce Materials ($\bar{x}$=4.82).

Among counselors, the most effective activities were:
- -Activity #9, Pre-Registration Tours ($\bar{x}$=5.44),
- -Activity #3, Review/Revise Sexist Language ($\bar{x}$=5.20), and
- -Activity #4, Mini-Workshops for Faculty ($\bar{x}$=5.17).

Among voc. ed. teachers, the most effective activities were:
- -Activity #11, Media Activities ($\bar{x}$=4.92),
- -Activity #3, Review/Revise Sexist Language ($\bar{x}$=4.92), and
- -Activity #6, Nontraditional Speakers ($\bar{x}$=4.84).

Again, however, there were no significant differences in effectiveness ratings among administrators, counselors, or voc. ed. teachers for any of the 14 activities rated.

Table 4.4c Mean Participant Rating of Effectiveness[a] of Ego Activities in Reducing Incidence of Sex Biased Procedures and Practices by Participant Postion

PARTICIPANT POSITION			EGO ACTIVITIES													
			1) Registr./Curr. Act.[a]	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%[b]	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
Administrator[1]	25	15%	(15) 4.27	(10) 4.60	(9) 5.44	(13) 4.31	(10) 5.10	(11) 4.27	(11) 4.82	(6) 4.50	(11) 4.82	(7) 4.57	(10) 4.30	(6) 4.17	(5) 4.80	(0) -
Counselor[2]	23	14%	(15) 4.67	(14) 4.57	(15) 5.20	(12) 5.17	(11) 4.91	(13) 4.85	(11) 4.55	(12) 4.67	(9) 5.44	(10) 4.50	(5) 5.00	(7) 4.57	(1) 6.00	(2) 6.50
Voc. Ed. Tch.[3]	113	70%	(76) 4.61	(58) 4.83	(63) 4.92	(60) 4.33	(52) 4.71	(50) 4.84	(51) 4.71	(46) 4.17	(53) 4.74	(39) 4.72	(31) 4.97	(30) 3.57	(15) 4.00	(11) 4.82
Totals	161	99%	(107) 4.54	(82) 4.76	(87) 5.02	(85) 4.54	(74) 4.76	(75) 4.72	(73) 4.70	(65) 4.29	(74) 4.80	(56) 4.66	(46) 4.83	(43) 3.81	(21) 4.29	(13) 5.08

a) Range from "1" (INEFFECTIVE) to "7" (VERY EFFECTIVE).

b) Base=162

Discussion

In this section, data on the incidence and outcomes of EGO activities were presented separately for administrators, counselors, and voc. ed. teacher respondents, e.g activities used (Table 4.4a, p. 174); perceived effectiveness of activities in increasing awareness of sex bias (Table 4.4b, p. 176); and perceived effectiveness in reducing the incidence of sex biased procedures and practices (Table 4.4c, p. 178).

Activities Used

Counselors reported using significantly more "Nontraditional Speakers" than did voc. ed. teachers; and administrators reported using significantly more "Media Presentation" than voc. ed. teachers. These were the only two activities for which respondents from the various positions reported significantly different usage, and these differences seem quite consistent with their job descriptions, e.g. counselors would be expected to take more initiative in securing outside speakers; and principals/vice-principals might be expected to be more involved with outside media.

Effectiveness in Increasing Awareness

Administrator, counselor, and voc. ed. teacher respondents did not differ significantly in the effectiveness ratings given to any of the 14 activities, i.e. when asked how effective the various activities were in increasing awareness of sex bias in the schools, the respondents from all three positions tended to agree. Most effective was Nontraditional Speaker ($\bar{x}$=5.32); least effective was Poster Contests ($\bar{x}$=4.19).

Effectiveness in Reducing Sex Bias

Again, the respondents from the three positions tended to agree with one another on how effective the various activities were...this time, in reducing the incidence of sex biased procedures and practices in the school. Most effective was Pairing Students ($\bar{x}$=5.00); least effective was Poster Contests ($\bar{x}$=3.81).

Table 4.5 Suggestions for Change by Participant Position

PARTICIPANT POSITION	SUGGESTIONS FOR CHANGE (1) Disseminated Classroom Materials	(2) Provide Classroom Instr. Materials	(3) Maintain Close Contact w/Teams	(4) Make School Visitations	(5) Do Mid-Year Follow-up
	(n) %	(n) %	(n) %	(n) %	(n) %
1. Administrator	(15) 60%	(13) 52%	(11) 44%	(8) 32%	(7) 28%
2. Counselor	(17) 74%	(11) 48%	(10) 43%	(9) 35%	(8) 35%
3. Voc. Ed. Teach.	(69) 61%	(48) 42%	(47) 42%	(36) 32%	(30) 27%
Totals	(101) 62%	(72) 44%	(69) 43%	(53) 33%	(46) 28%

5. Participant Suggestions

Q-17 What suggestions did the administrator, counselor, and voc. ed. teacher respondents offer/endorse to help the project office serve the teams move effectively?

The data in columns 1 thru 5 of Table 4.5, p. 180, indicate that the major suggestions endorsed by all three groups (administrators, counselors, and voc. ed. teachers) were:

- -Suggestion #1: Disseminate Classroom Materials (60%, 74%, and 61%, respectively); and
- -Suggestion #2: Provide Classroom Instructional Materials (52%, 48%, and 42%, respectively).

Moreover, there were no significant differences among the endorsement percentages of administrators, counselors, and voc. ed. teachers on any of the five suggestions.

Discussion

In this section, data on respondent suggestions for project changes were presented for each position (see Table 4.5, p. 180).

Suggestions

The respondents from the three positions did not differ significantly in their endorsement of various suggestions for improving the effectiveness of the EGO Project Office. "Disseminate Classroom Materials" was the suggestion endorsed most by respondents from all three groups (administrators, 60%; counselors 74%; and voc. ed. teachers, 61%). Least endorsed was "Do Mid-Year Follow-Up" (administrators, 23%; couselors, 35%; and voc. ed. teachers, 27%).

6. Participant Postion Summary

Respondents

The highest percentage of EGO respondents were voc. ed. teachers (70%, N=113), the others were almost evenly divided between administrators (15%, N=25) and counselors (14%, N=23).

There were no significant differences among respondent administrators, counselors, and voc. ed. teachers in their estimates of how much their teams shared the work.

Administrator respondents tended to find their teams significantly more effective than counselors and voc. ed. teachers in increasing awareness of sex bias "among teachers" and "within the community".

No significant differences were found, however, in ther ratings of increased awareness "among students".

It was suggested that this pattern may be due, in part, to "differential access", i.e. administrators have more direct access to teachers and "the community" in their everyday tasks.

Voc. ed. teachers reported their teams significantly less effective in reducing biased procedures and practices than the respondents who were administrators or counselors. Again "differential access" may be a factor, only this time with administrators and counslors having more direct access and dealings with everyday practices and procedures, as such.

Training Outcomes

While administrator, counselor, and voc. ed. teacher respondents all found their EGO training to be more than "somewhat effective", the counselors found their training significantly more effective than did the voc. ed. teachers, probably because of its more direct and immediate relevance to their everyday duties, e.g. "career counseling".

6. Participant Postion Summary...

Training Outcomes...

The respondents from the three positions did not differ significantly either in "extent of use" or "continued use" of their EGO training (at least as measured in this study). It was not clear why 44% of the administrator respondents would report continued use of much of their EGO training, when only 28% reported using very much in the first place. Possibly, the way the item was written (see Appendix A, p. 359).

Voc. ed. teachers found certain topics significantly less useful than counselors, i.e. "Law and Regulation". "Effects of Language Bias", and "Importance of Continuous Efforts". The first of these, at least, would seem to have limited immediate relevance with classrooms.

Attitude/ Knowledge Outcomes

Administrator respondents reported a significantly more positve attitude toward sex equity programs than did either the counselor or voc. ed. teacher respondents.

No significant differences in attitude toward women were noted.

And voc. ed. teachers reported a significantly higher knowledge of sex equity issues than either counselors or administrators. One knowledge item in particular (on Title II Legislation) was quite difficult for administrators, counselors, and voc. ed. teachers, possibly because it lacked much direct relevance (see item #4, Appendex A, p. 363).

Activity Outcomes

Administrator respondents reported using significantly more Media Activities than voc. ed. teachers; and counselors reported using significantly more Nontraditional Speakers than voc. ed. teachers.

6. Participant Postion Summary...

Activity Outcomes...	There were no significant differences among administrator, counselor, or voc. ed. teacher respondents either in the effectiveness of the various activities in increasing awareness of sex bias in the schools or in their effectiveness in reducing sex biased procedures and practices.
Participant Suggestions	The respondents from the three positions did not differ significantly in their endorsement of various suggestions for improving the effectiveness of the EGO Project Office, e.g. "Disseminate Classroom Materials" was the suggestion endorsed most and "Do Mid-Year Follow-Up" was the suggestion endorsed least in all three groups.

5. SEX OF PARTICIPANT

5. SEX OF PARTICIPANT

In this section, data relevant to the study's "questions for evaluation" are presented separately for male and female EGO Project respondents. The following categories are used:

		page
0	EGO Respondents------------------	186
1	Team Outcomes--------------------	186
2	Training Outcomes----------------	190
3	Attitude/Knowledge Outcomes------	195
4	Activity Outcomes----------------	196
5	Participant Suggestions----------	203
6	Sex of Participant Summary-------	203

5. SEX OF PARTICIPANT...

0. Respondents

Q-1 How many male and female EGO participants responded to the survey questionnaire?

The data in Table 5.0 indicate that slightly more males (87) than females (75) were EGO respondents (54% and 46%, respectively).

Table 5.0

Frequency and Percentage of EGO Respondents By Sex of Participant

	EGO RESPONDENT	
SEX OF PARTICIPANT	N	%
MALE	87	54%
FEMALE	75	46%
TOTAL	162	100%

1. Team Outcomes

Q-2 To what extent did male vs female respondents report work was shared on the EGO teams?

The data summarized in column 1 of Table 5.1, p. 188, indicate that male respondents were significantly more likely to report work being shared among the EGO team members, than were female respondents, i.e. 89% of the

(Q-2) male and 69% of the female respondants reporting shared work.

Q-3 How successful did the male vs female respondents feel their teams were in increasing awareness of sex bias "among teachers"?

The data in column 2 of Table 5.1 indicate that both the male and female EGO respondents rated their teams as "moderately" successful in increasing awareness of sex bias among the teachers, i.e. males rated their teams 3.47 and females rated their teams 3.22, both on a scale from 1 to 5. A mean rating difference of this size was found not to be statistically significant.

Q-4 How successful did the male vs female respondents feel their teams were in increasing awareness of sex bias "among students"?

In columnm 3 of Table 5.1 we see that males felt their teams were less successful in increasing awareness of sex bias among studntes ($\bar{X}$=3.03) than teachers ($\bar{X}$=3.47), but that female respondents felt their teams were equally successful with both ($\bar{X}$=3.22) for teachers and students). Moreover, the male vs female success ratings for increasing awareness of sex bias among students, while different ($\bar{X}$=3.07 for males and $\bar{X}$=3.22 for females), were not significantly different.

Q-5 How successful did male vs female respondents feel their teams were in increasing awareness of sex bias "within the community"?

The data in column 4 of Table 5.1, p. 188, show the lowest success ratings so far, for both males and

Table 5,1 Ego Team Outcomes by Sex of Participant

EGO TEAM OUTCOMES

SEX OF PARTICIPANT	(1)	(2)	(3)	(4)	(5)
	Work Shared	Increased Awareness[a] Among. . .			Reduce Bias[a]
		Teachers	Students	Community	
	(n) %	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
1. Male	(77) 89%**	(85) 3.47	(84) 3.07	(78) 2.36	(84) 3.30
2. Female	(52) 69%	(74) 3.22	(73) 3.22	(70) 2.16	(73) 3.26
Totals	(129) 80%	(159) 3.35	(157) 3.14	(148) 2.26	(157) 3.27

a) Scale ranges from "1" (NOT AT ALL) thru "3" (SOMEWHAT) to "5" (VERY MUCH SO).

**) x^2, dj = 157, p<.01

(Q-5) females, $\bar{x}=2.36$ and $\bar{x}=2.16$, respectively, indicating that both felt their teams were "less than somewhat successful" in increasing awareness of sex bias within the community.

Q-6 How successful did male vs female respondents feel their teams were in reducing biased procedures and practices within the schools?

The data in column 5 of Table 5.1 indicate that both male and female respondents felt their teams were "moderately" successfull in reducing biased procedures and practices, and that their "success" ratings, $\bar{x}=3.30$ and 3.26, respectively, were not statistically different.

Discussion

In this section, data on team outcomes were presented for male and female respondents, i.e. data on how much they shared the work, on how effective they saw their efforts to increase awareness of sex bias among teachers, among students, and within the community and, on how effective they saw their efforts to reduce sex biased procedures and practices in the schools (see Table 5.1, p. 188).

Sharing the Work

A significantly higher percentage of male than female respondents reported that on their teams, work was pretty much shared among the team members (89% vs 69%, respectively). This *may* mean that a higher proportion of female than male respondents assumed (or were "saddled with") a disproportionate amount of work.

5. SEX OF PARTICIPANT...

1. Team Outcomes...

Increasing Awareness

Both male and female respondents felt their teams were somewhat more effective in increasing awareness of sex bias "among teachers" and "among students", than "within the community" ($\bar{X}$=3.47 and 3.07 vs 2.36, respectively), moreover, they did not differ significantly on any of the three ratings.

Discussion

Reducing Bias

Nor did they differ significantly in their estimates of how effective their teams were in reducing biased procedures and practices in the schools ($\bar{X}$ effectiveness=3.30 and 3.26 respectively, on the five point effectiveness scale).

2. Training Outcomes

Q-7 Overall, how effective did male vs female respondents find their EGO training?

The data in column 1 of Table 5.2, p. 192, indicate that both male and female EGO respondents felt that their EGO training was a little better than "somewhat effective", with mean effectiveness ratings of 3.47 and 3.55, respectively. The differences between these two ratings were not large enough to reach statistical significance.

Q-8 About how much of their training did male vs female respondents actually use?

2. Training Outcomes...

(Q-8) The data in column 2 of Table 5.2 indicate that 33% of both male and female respondents reported actually using "greater than half" of their EGO training.

Q-9 About how much of their training do male vs female respondents continue to use?

The data in column 3 of Table 5.2 indicate that a slightly, though not significantly, higher percentage of males than females (39% vs 33%, respectively) reported continuance of "more than half of their EGO training".

Q-10 Which training topics did the male vs female EGO respondents find most useful?

The data in columns 4 thru 8 indicate that both male and female respondents found all five topics presented to be slightly more than "moderately useful", with mean usefulness ratings varying from 3.22 for the "Laws and Regulations" topic to 3.64 for the "Importance of Continuous Efforts" topic. On none of the five topics were there significantly differenct usefulness ratings given by male vs female respondents.

Discussion

In this section, data on various outcomes of EGO training were presented for male and female respondents, i.e. data on overall training effectiveness, on extent of training used, on extent of continued use, and on the usefulness of various training topics (see Table 5.2, p. 192).

Overall Effectiveness

The effectiveness ratings of the overall training received

247

Table 5.2 Ego Training Outcomes by Sex of Participant

EGO TRAINING OUTCOMES

SEX OF PARTICIPANT			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
			Overall Effectiveness[a]	Greater than 50% Used	Greater than 50% Still Used	Usefulness of EGO Training Topics[b]				
						Cont. Efforts	Reduce Stereo.	Language Bias	Effects on Voc. Ed.	Laws/Regs.
Sex	N	%	$\bar{x}$	%	%	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1. Male	87	54%	3.47	33%	39%	3.54	3.45	3.32	3.35	3.22
2. Female	75	46%	3.55	33%	33%	3.64	3.63	3.44	3.42	3.29
Totals	162	100%	3.51	33%	36%	3.58	3.53	3.38	3.38	3.25

a) Scale ranges from "1" (NOT EFFECTIVE) thru "3" (SOMEWHAT EFFECTIVE) to "5" (VERY EFFECTIVE).

b) Scale ranges frum "1" (NOT AT ALL USEFUL) thru "3" (MODERATELY USEFUL) to "5" (VERY USEFUL).

5. SEX OF PARTICIPANT...

2. Training Outcomes...

Discussion...

from the EGO Project did not differ significantly for male and female respondents ($\bar{X}$=3.45 and 3.55, respectively).

Extent Used

Do male and female respondents report differential use of their EGO training? Apparently not. The same percentage of male and female respondents (33%) report using "greater than fifty percent" of their EGO training. There may be differences at the lower levels of usage, but here, "where it counts", no significant difference was reported.

Continued Use

Do male and female respondents report differential continued use of their EGO training? Again the answer is no, at least for the upper end of the scale. Thirty-nine percent of the male and 33% of the female respondents reported continued use of more than half of their EGO training, not a significant difference.

Topic Usefulness

All five topics presented received more than "somewhat useful" ratings by both male and female respondents, in fact, they did not differ significantly on any of the topic ratings.

In summary, any hypothesis of male-female differences in perceived effectiveness, extent of use, extent of continued use, or utility of training topics due to differential interest or differential view, would not be supported by these data.

Table 5.3 Ego Participant Attitude/Knowledge Level by Sex of Participant

EGO PARTICIPANT ATTITUDE/KNOWLEDGE LEVEL

			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
SEX OF PARTICIPANT			Attitude Toward Sex Equity Programs[a]			Attitude Toward Women[a]			Knowledge of Sex Equity Issues[b]		
Respondents	N	%	N	SD	$\bar{x}$ rating	N	SD	$\bar{x}$ rating	N	SD	Correct $\bar{x}$ ($\bar{x}$%)
1. Male	87	54%	82	0.49	3.22	81	0.57	3.30	87	1.43	3.37 (56%)
2. Female	75	46%	75	0.47	3.41*	75	0.39	3.66***	75	1.25	3.75 (63%)
Totals (all respondents)	162	100%	157	0.49	3.31	156	0.52	3.47	162	1.36	3.54 (59%)

a) Ranges from "-4" (complete disagreement) thru "0" (no agreement) to "+4" (complete agreement) with "Sex-equity program" or "women" issues. Negatively phrased statements were transposed before scoring.

b) Ranges from "0" (no knowledge items correct) to "6" (all knowledge items correct).

*) t, $p < .05$

***) t, $p < .001$

3. Attitude/Knowledge Outcomes

Q-11 What was the attitude toward sex equity programs among male vs female respondents?

The data in column 3 of 5.3 indicate that with mean attitude toward sex equity program scores of 3.41 and 3.22, respectively, female respondents' attitude scores were significantly higher than their male counterparts.

Q-12 What was the attitude toward women among male vs female EGO respondents?

The data in column 6 of Table 5.3 indicate that again, the attitude of the female respondents was significantly more positive (higher on the scale) than that of males, with mean scores of 3.66 and 3.30, respectively, on the 4 point attitude toward women scale.

Q-13 What was the "knowledge level" regarding sex equity issues among male vs female respondents?

The data in column 9 of Table 5.3 indicate that overall, 3.54 of the six knowledge items were answered correctly (59%), with women respondents answering 3.75 correct, on the average, (63%); and men answering 3.37 correct, on the average, (56%). The differences between these mean scores, however, was not large enough to be statistically significant.

Discussion

In this section, data on male and female respondents attitudes and knowledge were presented: attitude toward sex equity programs, attitude toward women, and knowledge of sex equity issues (see Table 5.3, p. 194).

3. Attitude/Knowledge Outcomes...

Discussion...

Attitude Toward Sex Equity Programs

While both male and female respondents reported highly positive attitudes sex equity programs, the attitude scores of female respondents were significantly more positive than those of male ($\bar{x}$=3.41 and 3.22, respectively).

Attitude Toward Women

Again, both male and female respondents reported highly positive attitudes, but the measured attitude of women was significantly higher (this time at the $p < .001$ level).

Knowledge of Sex Equity Issues

Here, the female respondents scored higher but not significantly higher, on the sex equity knowledge items (63% correct for femalse vs 56% correct for males).

In brief, here we could find some support for a male-female differential interest/differential need hypothesis. The overall high level (except on the knowledge items), however, should not be dismissed lightly. Male respondents do report rather positive attitudes toward sex equity programs and toward women (more specifically, toward "women in the world of work). How much of this positive attitude is due to "social desireability" and/or "other DOE programs", or even "outside media", however, cannot be determined from this study.

4. Activity Outcomes

Q-14 What EGO activities were utilized by male vs female EGO respondents to increase awareness of sex bias and/or to reduce sex biased procedures and practices?

4. Activity Outcomes

(Q-14) The data in columns 1 thru 14 of Table 5.4a, p. 198, indicate that the activities reported used most by male EGO respondents were:

- -Activity #1: Registration/Curriculum Activities (77%),
- -Activity #3: Review/Revise Sexist Language (67%), and
- -Activity #2: Recognize Nontraditional Students (62%).

For female respondents the activities reported most used were:

- -Activity #1: Registration/Curriculum Activities (80%),
- -Activity #6: Nontraditional Speakers (64%), and
- -Activity #8: Mini-Workshops for Students (64%).

There was only one activity out of the 14 on which there was a significant difference in male and female useage: Females reported significantly more use of Mini-Workshops of Students (#8) than did male respondents.

Q-15 How effective did the male vs female respondents feel the above activities were in increasing awareness of sex bias in the schools?

The data in columns 1 thru 14 of Table 5.4b, p. 199, indicate that the activities rated most effective in increasing awareness of sex bias in the schools by male respondents were:

- -Activity #6: Nontraditional Speakers ($\bar{x}$=5.11),
- -Activity #3: Review/Revise Sexist Language ($\bar{x}$=5/02), and
- -Activity #10: Emphasis at Open House ($\bar{x}$=4.85).

For female respondents, the activities rated most effective were:

- -Activity #9: Pre-Registration Tours ($\bar{x}$=5.72),
- -Activity #6: Nontraditional Speakers ($\bar{x}$=5.50), and
- -Activity #8: Mini-Sessions for Students ($\bar{x}$=5.49).

Table 5.4a Percent Ego Activities by Sex of Participant

SEX OF PARTICIPANTS			EGO ACTIVITIES [a] 1) Registr./Curr. Act.	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %
Male 1	87	54%	(67) 77%	(54) 62%	(58) 67%	(55) 63%	(53) 61%	(44) 51%	(46) 53%	(35) 40%	(43) 49%	(37) 43%	(31) 34%	(26) 30%	(12) 14%	(6) 7%
Female 2	75	46%	(60) 80%	(44) 59%	(45) 60%	(46) 61%	(39) 52%	(48) 64%	(45) 80%	(48) 64%**	(37) 49%	(27) 36%	(27) 48%	(19) 25%	(16) 13%	(6) 8%
Total	162	100%	(127) 78%	(108) 67%	(103) 64%	(101) 62%	(93) 57%	(92) 57%	(91) 56%	(83) 51%	(80) 49%	(64) 40%	(58) 36%	(45) 28%	(22) 14%	(12) 7%

a) Column number referred to in text.

**) $x^2 = 9.10$, df = 1, $p < .01$

Table 5.4b Mean Participant Rating of Effectiveness[a] of Ego Activities in Increasing Awareness of Sex Bias in the Schools by Sex of Participant

EGO ACTIVITIES

SEX OF PARTICIPANT			1) Registr./Comm. Act.[a]	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
Male 1	87	54%	(61) 4.75	(47) 4.79	(53) 5.02	(51) 4.67	(48) 4.71	(38) 5.11	(42) 4.81	(33) 4.48	(39) 4.77	(33) 4.85	(28) 4.79	(27) 3.85	(13) 4.62	(7) 4.14
Female 2	75	46%	(58) 5.02	(46) 5.15	(42) 5.21	(45) 4.98	(38) 5.26	(46) 5.50	(42) 5.29	(45) 5.49**	(36) 5.72*	(27) 5.15	(26) 5.38	(21) 4.62	(12) 4.67	(9) 5.33
Total	162	100%	(119) 4.88	(93) 4.97	(95) 5.11	(96) 4.81	(86) 4.95	(84) 5.32	(84) 5.05	(78) 5.06	(75) 5.23	(60) 4.98	(54) 5.07	(48) 4.19	(25) 4.64	(16) 4.81

a) Ranges from "1" (INEFFECTIVE) to "7" (VERY EFFECTIVE).

*) t=2.59, df=73, $p<.05$

**) t=3.16, df=76, $p<.01$

Table 5.4c Mean Participant Rating of Effectiveness[a] of Ego Activities in Reducing Incidence of Sex Biased Procedures and Practices by Sex of Participant

SEX OF PARTICIPANT			EGO ACTIVITIES													
			1) Registr./Curr. Act.	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
Male 1	87	54%	(55) 4.51	(41) 4.59	(50) 4.88	(47) 4.53	(43) 4.56	(35) 4.71	(36) 4.53	(28) 4.04	(40) 4.57	(31) 4.58	(23) 4.52	(23) 3.70	(10) 4.30	(6) 5.33
Female 2	75	46%	(52) 4.58	(41) 4.93	(37) 5.22	(38) 4.34	(31) 5.03	(40) 4.72	(37) 4.86	(37) 4.49	(34) 5.06	(25) 4.76	(23) 5.13	(20) 3.95	(11) 4.27	(7) 4.86
Totals	162	100%	(107) 4.54	(82) 4.76	(87) 5.02	(85) 4.54	(74) 4.76	(75) 4.72	(73) 4.70	(65) 4.29	(74) 4.80	(56) 4.66	(46) 4.83	(43) 3.81	(21) 4.29	(13) 5.08

a) Ranges from "1" (INEFFECTIVE) to "7" (VERY EFFECTIVE).

4. Activity Outcomes...

(Q-15) There were only two activities out of the 14, however, on which males and females differed significantly in effectiveness ratings: females found both Pre-Registration Tours (#9) and Mini-Sessions for Students (#8) to be significantly more effective in increasing awareness of sex bias in the schools.

Q-16 How effective did the male vs female participants feel the above activities were in reducing sex biased practices and procedures?

The data in columns 1 thru 14 of Table 5.4c, p. 200, indicate that the activities rated most effective in reducing sex biased procedures and practices by male respondents were:

- -Activity #14: Pairing Students ($\bar{x}$=5.33),
- -Activity #3: Review/Revise Sexist Language ($\bar{x}$=4.88), and
- -Activity #6: Nontraditional Speakers ($\bar{x}$=4.71).

For female respondents the activities rated most effective were:

- -Activity #3: Review/Revise Sexist Language ($\bar{x}$=5.22),
- -Activity #11: Media Activities ($\bar{x}$=5.13), and
- -Activity #9: Pre-Registration Tours ($\bar{x}$=5.06).

There were, however, no significant mean differences in effectiveness ratings among males and females on any of the 14 EGO activities rated.

Discussion

In this section, data on the incidence and outcomes of EGO activities were presented for male and female respondents: activites used (Table 5.4a, p. 198); perceived effectiveness of activites in increasing awareness of sex bias (Table 5.4b, p. 199); and perceived effectiveness in reducing the incidence of sex biased procedures and practices (Table 5.4c, p. 200).

5. SEX OF PARTICIPANT...

4. Activity Outcomes...

Discussion...

Activities Used

In general, the male and female respondents used the same activites, which is quite understandable since they were on the same teams. the female respondents did, however, report using one activity significantly more than did the male respondents: Mini-Sessions for Students (64% females and 40% males). This may be due, in part, to a "position effect", i.e. which we saw in Table 4.4a that a higher percentage of Counselors than Voc. Ed. Teachers used "Mini-Sessions for Students" (65% vs 49%, respectively); the number of teachers was considerably greater (55 vs 15, respectively). Now since there are appreciably more female teachers than either female counselors or female administrators, it may be simply that this very teacher-type activity was used by more teachers, hence, by more females.

Effectiveness In Increasing Awareness

Female respondents rated two activities significantly more effective in increasing awareness of sex bias in the schools: "Mini-Sessions for Students" and "Pre-Registration Tours", both likely to be teacher-oriented or at least teacher involved activities.

Effectiveness In Reducing Sex Bias

For no activity rated did male and female respondents report significantly different effectiveness ratings in reducing bias. They agreed, essentially, as to the effectiveness of each of the 14 activities in reducing sex biased procedures and practices in the schools.

5. Participant Suggestions

Q-17 What suggestions did the male and female respondents offer/endorse to help the EGO Project Office serve the teams more effectively?

The data in columns 1 thru 5 of Table 5.5, p. 204 indicate that the suggestions endorsed most often by male respondents were:

- Suggestion #1: Disseminate Classroom Materials (59%), and
- Suggestion #2: Provide Classroom Instructional Materials (51%).

Female respondents most often endorsed:

- Suggestion #1: Disseminate Classroom Material (67%), and
- Suggestion #3: Maintain Close Contact with the Teams (45%).

On only one of the five suggestions, however, did male and female respondents give significantly different endorsements:

- Female respondents gave a significantly higher endorsement to suggestions #5: Do Mid-Year Follow-Up (36% vs 22%, respectively).

6. Sex of Participant Summary

Respondents	There were slightly more male (87) than female (75) EGO respondents, 54% and 46%, respectively.
Team Outcomes	Significantly more male than female respondents reported that the work was pretty much shared among the team members (89% vs 69%, respectively). This may mean that a higher proportion of female than male respondents assumed (or were "saddled with") a disproportionate amount of the work.

Table 5.5 Suggestions for Change by Sex of Participant

	SUGGESTIONS FOR CHANGE				
	(1)	(2)	(3)	(4)	(5)
SEX OF PARTICIPANT	Disseminated Classroom Materials	Provide Classroom Instr. Materials	Maintain Close Contact w/Teams	Make School Visitations	Do Mid-Year Follow-up
	(n) %	(n) %	(n) %	(n) %	(n) %
1. Male	(51) 59%	(44) 51%	(35) 40%	(27) 31%	(19) 22%
2. Female	(50) 67%	(28) 37%	(34) 45%	(26) 35%	(27) 36%*
Totals	(101) 62%	(72) 44%	(69) 43%	(53) 33%	(46) 28%

*) $x^2 = 3.97$, $y = 1$, $p < .05$

5. SEX OF PARTICIPANT...

6. Sex of Participant Summary...

Team Outcomes...

Both male and female respondents felt their teams were somewhat more effective in increasing awareness of sex bias "among teachers" and among students", than "within the community". They did not differ significantly, however, on any of the three separate ratings.

Male and female respondents did not differ significantly in their estimation of how effective their teams were in reducing biased procedures and practices in the schools.

Training Outcomes

On the training measure used in this study, male and female EGO respondents did not differ significantly in overall effectiveness ratings, extent of use, extent of continued use, or utility ratings of various training topics. Whatever the differential interest or differential need that might exist for male and female respondents, it was not reflected in the data.

Attitude/ Knowledge Outcomes

While both male and female respondents reported rather positive attitudes toward sex equity programs and toward women, the female respondent attitudes were significantly more positive.

How much of the overall positiveness that might be due to "social desireability", "other DOE programs", or "outside media", however, cannot be determined from this study.

There was no significant male-female difference in knowledge of sex equity issues.

Activity Outcomes

The only activity for which there was a significant difference in male-female useage was the "Mini-Sessions for Students" activity. Significantly more female respondents used this activity, probably due to their teacher status (administrators and counselors tended more often to be male).

6. Sex of Participant Summary...

Activity Outcomes...	Female respondents found two activities significantly more effective in increasing awareness of sex bias in the schools: "Mini-Sesions for Students" and "Pre-Registration Tours", both activities likely to be teacher oriented or at least teacher involved. For no activity rated did male and female respondents report significantly different "effectiveness in reducing sex bias" ratings.
Participant Suggestions	On only one of five suggestions did male and female rspondents give significantly different endorsements: female respondents gave a significantly higher endorsement to "Do Mid-Year Follow-Up"

6. SCHOOL LOCATION

6. SCHOOL LOCATION

In this section, data relevant to selected "questions for evaluation" are presented separately for "Urban" and "Rural" schools. As above, the following general categories are used:

page

0 EGO Respondents------------------ 208

1 Team Outcomes-------------------- 208

2 Training Outcomes---------------- 212

3 Attitude/Knowledge Outcomes------ 217

4 Activity Outcomes---------------- 218

5 Participant Suggestions---------- 224

6 School Location Summary---------- 225

270

6. SCHOOL LOCATION...

0. Respondents

Q-1 How many EGO participants from urban vs rural schools responded to the survey questionnaire?

The data in Table 6.0 indicate that, using DOE conventions, 135 of the EGO respondents come from school locations designated "urban" (83%), while only 27 come from school locations designated "rural" (17%).

Table 6.0

Frequency and Percentage of EGO Respondents

by School Location

	EGO RESPONDENTS	
SCHOOL LOCATION	N	%
URBAN	135	83%
RURAL	27	17%
TOTAL	162	100%

1. Team Outcomes

Q-2 To what extent did respondents from urbans vs rural schools report work was shared on the EGO teams?

The data in column one of Table 6.1, p. 210, indicate that a higher percentage of respondents from rural than urban schools (89% vs 78%, respectively) reported that work was pretty much shared among their team members. The difference, however, was not large enough to reach statistical significance.

1. Team Outcomes...

Q-3 How successful did respondents from urban vs rural schools feel their teams were in increasing awareness of sex bias "among teachers"?

The data in column 2 of Table 6.1 indicate that respondents from rural schools reported more, but not significantly more, success in increasing awareness of sex bias among teachers than did respondents from urban schools. The mean success rates were 3.58 for rural respondents and 3.31 for urban respondents, each on a five point scale.

Q-4 How successful did respondents from urban vs rural schools feel their teams were in increasing awareness of sex bias "among students"?

The data in column 3 of Table 6.1 indicate a similar pattern in the success ratings of urban and rural respondents when rating increase in the awareness of teachers and increase in the awareness of students. Respondents from rural schools rated their teams' success in increasing the awareness of students 3.30 on a five point scale vs 3.50 for success in increasing the awareness of teachers. Similarly, respondents from urban schools rated their teams success in increasing the awareness of students 3.11 vs 3.31 for success in increasing the awareness of teachers. The success ratings for increasing the awareness of students did not differ significantly for rural vs urban respondents.

Q-5 How successful did respondents from urban vs rural schools feel their teams were in increasing awareness of sex bias "within the community"?

The data in column 4 of Table 6.1, p. 210, indicate that respondents from rural schools rated their teams as

272

Table 6.1 Ego Team Outcomes by School Location

EGO TEAM OUTCOMES

SCHOOL LOCATION	(1)	(2)	(3)	(4)	(5)
	Work Shared	Increased Awareness[a] Among. . .			Reduce Bias [a]
		Teachers	Students	Community	
	(n) %	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
1. Urban Schools	(105) 78%	(133) 3.31	(130) 3.11	(122) 2.17	(130) 3.24
2. Rural Schools	(24) 89%	(26) 3.58	(27) 3.30	(26) 2.69**	(27) 3.41
Totals	(129) 80%	(159) 3.35	(157) 3.14	(148)	(157) 3.27

a) Scale ranges from "1" (NOT AT ALL) thru "3" (SOMEWHAT) to "5" (VERY MUCH SO).

**) t, $p < .01$

1. Team Outcomes...

(Q-5) being significantly more successful in increasing awareness of sex bias within the community than did respondents from urban schools (with mean success ratings of 2.69 and 2.17, respectively). Note however, that both the urban and the rural respondents rated their teams less successful in increasing the awareness of sex bias in the community ($\bar{x}$=2.17 and 2.69), respectively, than either among the students ($\bar{x}$=3.11 and 3.30) or among the teachers ($\bar{x}$=3.31 and 3.58).

Q-6 How successful did participants from urban vs rural schools feel their teams were in reducing biased procedures and practices within the schools?

The data in column 5 of Table 6.1 indicate that both the respondents from urban and from rural schools felt their teams were moderately successful in reducing biased procedures and practices within their schools. The success ratings of rural respondents were once again higher, but this time not significantly higher, than those of the urban respondents (the mean ratings were 3.41 and 3.24, respectively).

Discussion

In this section, data on team outcomes were presented for respondents from urban and rural schools, e.g. data on how much their teams shared the work; on how effective they saw their efforts to increase awareness of sex bias among teachers, among students, and within the community; and on how effective they saw their efforts to reduce sex biased procedures and practices in the schools (see Table 6.1, p. 210).

Sharing the Work

There was a high rate of sharing of work on the EGO teams, overall, 80%, in fact, and their rate did not differ

1. Team Outcomes...

Discussion...

significantly between urban and rural schools, although in absolute terms, rural schools did report more sharing than urban schools (89% vs 78%, respectively).

Increasing Awareness

Respondents from urban and rural schools did not differ significantly in their perception of how effective their teams were in increasing awareness of sex bias "among students" or "among teachers". They did differ significantly, however, in their perception of how effective their teams were in increasing awareness of sex bias "in the community". Respondents from rural schools rated their teams significantly more effective in increasing awareness of sex bias "in the community" than did respondents from urban schools, possibly because the rural respondents were "closer" to their communities, or because the rural communities had more "room for change" (i.e. sex bias was more prevalent). More likely, both factors played a part.

Reducing Bias

Respondents from both urban and rural schools felt they were "somewhat effective" in reducing sex biased procedures and practices in the schools (with mean effectiveness ratings of 3.24 and 3.41, respectively), more effective, at any rate, than they were in increasing awareness in the community (mean effectiveness ratings of 2.17 and 2.69, respectively).

2. Training Outcomes

Q-7 Overall, how effective did respondents from urban vs rural schools find their EGO training?

The data in column 1 of Table 6.2, p. 214, indicate that respondents from both urban and rural schools felt their EGO training was a little better than "somewhat effective", with almost identical mean ratings of 3.50 and 3.52, respectively.

2. Training Outcomes...

Q-8 About how much of their training did respondents from urban vs rural schools actually use?

The data in column 2 of Table 6.2 indicate that the same percentage of respondents from urban and rural schools (33%) reported actually using more than half their EGO training.

Q-9 About how much of their EGO training did respondents from urban vs rural schools continue to use?

The data in column 3 of Table 6.2 indicate that slightly, but not significantly, more respondents from urban than rural schools reported they "continue to use" more than half their EGO training, 39% and 26%, respectively.

Q-10 Which training topics did respondents from urban vs rural schools find most useful?

The data in columns 4 thru 8 of Table 6.2 indicate that respondents from both urban and rural schools rated all five topics slightly more than "moderately useful", with the "Laws and Regulations" topic receiving the lowest mean rating (3.13) and the "Continuous Effort" topic receiving the highest mean rating (3.73). Moreover, the usefulness ratings of respondents from urban and rural schools did not differ significantly for any of the five topics.

Discussion

In this section, data on various outcomes of EGO training were presented for respondents from urban and rural schools,

Table 6.2 Ego Training by School Location

SCHOOL LOCATION			EGO TRAINING OUTCOMES (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
			Overall Effectiveness[a]	Greater than 50% Used	Greater than 50% Still Used	Usefulness of EGO Training Topics[b]				
						Cont. Efforts	Reduce Stereo.	Language Bias	Effects on Voc. Ed.	Laws/Regs.
Location	N	%	$\bar{x}$	%	%	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1. Urban	135	83%	3.50	33%	39%	3.55	3.53	3.31	3.35	3.23
2. Rural	27	17%	3.52	33%	26%	3.73	3.50	3.68	3.54	3.36
Totals	162	100%	3.51	33%	36%	3.58	3.53	3.38	3.38	3.25

a) Scale ranges from "1" (NOT EFFECTIVE) thru "3" (SOMEWHAT EFFECTIVE) to "5" (VERY EFFECTIVE).

b) Scale ranges from "1" (NOT AT ALL USEFUL) thru "3" (MODERATELY USEFUL) to "5" (VERY USEFUL).

2. Training Outcomes...

Discussion...

i.e. data on overall effectiveness of EGO training, on extent used, on extent of continued use, and on usefulness of various training topics (see Table 6.2, p. 214).

Overall Effectiveness

Respondents from urban and rural schools gave essentially the same overall effectiveness ratings to their EGO training (with mean effectiveness ratings of 3.50 and 3.52, respectively).

Extent Used

The _same_ percentage of respondents from urban and rural schools reported using more than half of their EGO training (33%).

Continued Use

More, but not significantly more, respondents from urban schools reported continued use of more than half of their EGO training (39% and 26%, respectively).

Topic Usefulness

Respondents from urban and rural schools did not differ significantly in their estimation of the usefulness of _any_ of the training topics considered.

None of the training outcomes measured, then, were significantly different for urban vs rural respondents.

Table 6.3 Ego Participant Attitude/Knowledge Level by School Location

EGO PARTICIPANT ATTITUDE/KNOWLEDGE LEVEL

			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
SCHOOL LOCATION			Attitude Toward Sex Equity Programs[a]			Attitude Toward Women[a]			Knowledge of Sex Equity Issues[b]		
Respondents	N	%	N	SD	$\bar{x}$ rating	N	SD	$\bar{x}$ rating	N	SD	Correct $\bar{x}$ ($\bar{x}$%)
1. Urban	135	83%	131	0.48	3.23	131	0.52	3.49	135	1.34	3.58 (60%)
2. Rural	27	17%	26	0.51	3.24	25	0.53	3.36	27	1.50	3.37 (56%)
Totals (all repondents)	162	100%	157	0.49	3.31	156	0.52	3.47	162	1.36	3.54 (59%)

a) Ranges from "-4" (complete disagreement) thru "0" (no agreement) to "+4" (complete agreement) with "Sex-equity program" or "women" issues. Negatively phrased statements were transposed before scoring.

b) Ranges from "0" (no knowledge items correct) to "6" (all knowledge items correct).

3. Attitude/Knowledge Outcomes

Q-11 What was the attitude toward sex equity programs among EGO respondents from urban vs rural schools?

The data in column 3 of Table 6.3, p. 216, indicate that the attitude toward sex equity scores of respondents from both urban and rural schools was relatively high ($\bar{x}$=3.23 for urban and 3.24 for rural schools).

Q-12 What was the attitude toward women among EGO respondents from urban vs rural schools?

The data in column 6 of Table 6.3 indicate again, that the mean attitude scores of respondents from both urban and rural schools were high, 3.44 and 3.36 respectively. Moreover, these means did not differ significantly.

Q-13 What was the "knowledge level" regarding sex equity issues among EGO respondents from urban vs rural schools?

The data in column 9 of Table 6.3, p. 216, indicate that out of six knowledge items, respondents from urban schools answered a mean of 3.58 correct (60%), while respondents from rural schools answered 3.37 correct (56%). The difference between these two mean scores was not large enough to reach statistical significance.

Discussion

In this section, data on EGO respondent attitude and knowledge were presented for respondents from urban and rural schools, i.e. data on attitude toward sex equity programs; on attitude toward women; and on knowledge of sex equity issues (Table 6.3, p. 216).

3. Attitude/Knowledge Outcomes...

Discussion...

Attitude Toward Sex Equity Programs

No significant differences in attitudes toward sex equity programs by respondents from urban and rural schools were found. The measured attitudes of both were quite positive, with mean scores of 3.23 and 3.24, respectively, on a four point scale.

Attitude Toward Women

The attitude toward women, too, as measured by the abbreviated scale, was quite positive and did not differ significantly for the urban and rural respondents.

Knowledge of Sex Equity Issues

Respondents from urban and rural schools did not differ significantly in their knowledge of sex equity issues, at least as measured by the six knowledge items in the questionnaire.

In summary, no attitude or knowledge differences were found between EGO respondents from urban and rural schools.

4. Activity Outcomes

Q-14 **What activities were utilized by EGO respondents from urban vs rural schools to increase awareness of sex bias and/or to reduce sex biased procedures and practices?**

The data in columns 1 thru 14 of Table 6.4a, p. 220, indicate that the activities reported used most often by respondents from urban schools were:

- -Activity #1: Registration/Curriculum Activities (79%),
- -Activity #2: Recognize Nontraditional Students (61%),

4. Activity Outcomes...

(Q-14) -Activity #3: Review/Revise Sexist Language (61%), and
-Activity #4: Mini-Workshops for Faculty (61%).

For respondents from rural schools the activities reported most often used were:
-Activity #1: Registration/Curriculum Activities (74%),
-Activity #3: Review/Revise Sexist Language (74%), and
-Activity #4: Mini-Workshops for Faculty (70%),
essentially the same activities as reported by the respondents from urban schools, and by not very different percentages.

Moreover, of the 14 activities studied, there were only two for which respondents from urban and rural schools reported significantly different usage: Respondents from rural schools reported using significantly more Community Presentation (#13), and signficantly more Pairing Students (#14).

Q-15 How effective did the respondents from urban vs rural schools feel the above activities were in increasing awareness of sex bias in the schools?

The data in columns 1 thru 14 of Table 6.4b, p. 221, indicate that the activities found to be most effective by respondents from urban schools were:
-Activity #6: Nontraditional Speaker ($\bar{x}$=5.41),
-Activity #9: Pre-Registration Tours ($\bar{x}$=5.30), and
-Activity #13: Community Presentation ($\bar{x}$=5.29).

Respondents from rural schools, on the other hand found the activities most effective in increasing awareness of sex bias to be:
-Activity #1: Registration/Curriculum Activities ($\bar{x}$=5.37),
-Activity #3: Review/Revise Sexist Language ($\bar{x}$=5.20), and
-Activity #14: Pairing Students ($\bar{x}$=5.17).

More importantly, however, on none of the 14 activities listed do respondents from urban and rural schools differ significantly in mean effectiveness ratings.

Table 6.4a Percent Ego Activity by School Location

SCHOOL LOCATION			EGO ACTIVITIES a/ 1) Registr./Curr. Act.	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %
Urban 1	135	83%	(107; 79%	(82) 61%	(83) 61%	(82) 61%	(77) 57%	(78) 58%	(76) 56%	(65) 48%	(66) 49%	(55) 41%	(49) 36%	(38) 28%	(12) 9%	(6) 4%
Rural 2	27	17%	(20) 74%	(16) 59%	(20) 74%	(19) 70%	(15) 56%	(14) 52%	(15) 56%	(18) 67%	(14) 52%	(9) 33%	(9) 33%	(7) 26%	(10) 37%***	(6) 22%**
Total	162	100%	(127) 78%	(108) 67%	(103) 64%	(101) 62%	(93) 57%	(92) 57%	(91) 56%	(83) 51%	(80) 49%	(64) 40%	(58) 36%	(45) 28%	(22) 14%	(12) 7%

a) Column number referred to in text.

**) x =10.37, df=1, p<.001

***) x^2=15.19, df=1, p<.001

Table 6.4b Mean Participant Rating of Effectiveness[a] of Ego Activities in Increasing Awareness of Sex Bias in the Schools by School Locations

EGO ACTIVITIES

CHOOL LOCATION			1) Registr./Curr. Act.[a]	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
espondents	N	%	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
rban 1	135	83%	(100) 4.79	(77) 5.01	(75) 5.04	(77) 4.82	(70) 4.99	(71) 5.41	(69) 5.14	(60) 5.13	(61) 5.30	(51) 4.96	(46) 5.15	(40) 4.38	(14) 5.29	(10) 4.60
ural 2	27	17%	(19) 5.37	(16) 4.75	(20) 5.20	(19) 4.79	(16) 4.81	(13) 4.85	(15) 4.60	(18) 4.83	(14) 4.93	(9) 5.11	(8) 4.63	(8) 3.25	(11) 3.82	(6) 5.17
otal	162	100%	(119) 4.88	(93) 4.97	(95) 5.11	(96) 4.81	(86) 5.38	(84) 5.32	(84) 5.05	(78) 5.06	(75) 5.23	(60) 4.98	(54) 5.07	(46) 4.19	(25) 4.64	(16) 4.81

) Ranges from "1" (INEFFECTIVE) to "7" (VERY EFFECTIVE).

Table 6.4c Mean Participant Rating of Effectiveness[a] of Ego Activities in Reducing Incidence of Sex Biased Procedures and Practices by School Location

			EGO ACTIVITIES													
SCHOOL LOCATION			[a] 1) Registr./Curr. Act.	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
Urban 1	135	83%	(88) 4.44	(68) 4.72	(69) 4.90	(67) 4.36	(60) 4.70	(63) 4.68	(60) 4.67	(49) 4.18	(61) 4.82	(48) 4.56	(40) 4.77	(37) 3.86	(11) 4.64	(8) 4.75
Rural 2	27	17%	(19) 5.00	(14) 4.93	(18) 5.50	(18) 4.78	(14) 5.00	(12) 4.92	(13) 4.92	(16) 4.63	(13) 4.69	(8) 5.25	(6) 5.17	(6) 3.50	(10) 3.90	(5) 5.60
Total	162	100%	(107) 4.54	(82) 4.76	(87)5.02	(85) 4.54	(74) 4.76	(75) 4.32	(73)4.70	(65) 4.29	(74) 4.80	(56) 4.66	(46) 4.83	(43) 3.81	(21) 4.29	(13) 5.08

a) Ranges from "1" (INEFFECTIVE) to "7" (VERY EFFECTIVE).

4. Activity Outcomes...

Q-16 How effective did the respondents from urban vs rural schools feel the above activities were in reducing sex biased procedures and practices in the schools?

The data in columns 1 thru 16 of Table 6.4c, p. 222, indicate that the activities found to be most effective in reducing sex biased procedures and practices by respondents from urban schools were:

- -Activity #3: Review/Revise Sexist Language ($\bar{x}$=4.90),
- -Activity #9: Pre-Registration Tours ($\bar{x}$=4.82), and
- -Activity #11: Media Activities ($\bar{x}$=4.77).

For respondents from rural schools, the activities found to be most effective were:

- -Activity #14: Pairing Students ($\bar{x}$=5.60),
- -Activity #3: Review/Revise Sexist Language ($\bar{x}$=5.50), and
- -Activity #10: Emphasis At Open House ($\bar{x}$=5.25).

Again, however, there were no significant differences in the effectiveness ratings of respondents from urban vs rural schools on any of the 14 activities rated.

Discussion

In this section, data on the incidence and outcomes of EGO activities were presented for respondents from urban and rural schools, i.e. data on the activities used (Table 6.4a, p. 220); on perceived effectiveness of activities in increasing awareness of sex bias (Table 6.4b, p. 221); and on perceived effectiveness in reducing the incidence of sex biased procedures and practices (Table 6.4c, p. 222).

Activities Used

Significantly more respondents from rural than urban schools reported using the "Community Presentation" and "Pairing

4. Activity Outcomes...

Discussion...

Students" activities to increase awareness of sex bias and/or to reduce sex biased procedures and practices. Rural schools in many ways are "closer to the community" which may, in part, account for the greater use of Community Presentation. It is not clear, however, why Pairing Students should be differentially used in rural schools.

Effectiveness In Increasing Awareness

On none of the 14 activities did respondents from urban and rural schools disagree significantly in their ratings of effectiveness in increasing awareness.

Effectiveness In Reducing Sex Bias

Again, on none of the 14 activities did respondents from urban and rural schools disagree significantly in their ratings of effectiveness in reducing biased procedures and practices.

In summary, there was a significant preference in usage among rural respondents for two of the 14 EGO activities. On none, however, did they differ significantly from urban school respondents in terms of effectiveness ratings, either effectiveness in increasing awareness of sex bias or effectiveness in reducing sex biased procedures and practices.

5. Participant Suggestions

Q-17 What suggestions did the respondents from urban vs rural schools offer/endorse to help the EGO Project Office serve the teams more effectively?

The data in columns 1 thru 5 of Table 6.5, p. 226, indicate that the suggestions endorsed most by respondents from urban and rural schools were:

5. Participant Suggestions...

(Q-17) -Suggestion #1: Disseminate Classroom Materials (61% and 67%, respectively), and

-Suggestion #2: Provide Classroom Instructional Materials (41% and 59%, respectively).

Moreover, on none of the five suggestions for helping the EGO Project Office serve the teams more effectively, did the respondents from urban vs rural schools differ significantly.

6. School Location Summary

Respondents By far the largest percentage of EGO respondents were from urban schools (135 or 83%), while only a relatively few (27 or 17%) were from schools considered rural by the DOE.

Team Outcomes Respondents from urban and rural schools did not differ significantly in reported sharing of work within the teams (78% and 89%, respectively).

Neither did they differ significantly in their perception of how effective their teams were in increasing awareness of sex bias "among students" or "among teachers".

They did differ significantly in their perception of how effective their teams were in increasing awareness of sex bias "in the community". Rural school respondents reported more effectiveness, possibly because they were "closer" to their communities, or because the rural communities had "more room for change" (i.e. more sex bias in the first place), or more likely, both.

Training Outcomes Respondents from urban and rural schools did not differ significantly in their ratings of

Table 6.5 Suggestions for Change by School Location

	SUGGESTIONS FOR CHANGE				
	(1)	(2)	(3)	(4)	(5)
SCHOOL LOCATION	Disseminated Classroom Materials	Provide Classroom Instr. Materials	Maintain Close Contact w/Teams	Make School Visitations	Do Mid-Year Follow-up
	(n) %	(n) %	(n) %	(n) %	(n) %
1. Urban	(83) 61%	(56) 41%	(56) 41%	(43) 32%	(39) 29%
2. Rural	(18) 67%	(16) 59%	(13) 48%	(10) 37%	(7) 26%
Totals	(101) 62%	(72) 44%	(69) 43%	(53) 33%	(46) 28%

6. School Location Summary...

Training Outcomes... the overall effectiveness of their training, in the extent of its use, the extent of its continued use, or the usefulness of its various topics, i.e. on none of the measured outcomes did their training differ.

Attitude/ Knowledge Outcomes Nor did respondents from urban and rural schools differ significantly on any of the attitude/knowledge outcome measures, i.e. on attitude toward sex equity issues, on attitude toward women, and on knowledge level for sex equity issues. Scores for both groups were high on both attitude scales and low to moderate for both groups on the knowledge items.

Activity Outcomes Respondents from rural schools reported using significantly more "Community Presentation" and "Pairing Students" activities to increase awareness of sex bias and/or to reduce sex biased procedures and practices. On none of the 14 activities studied, however, did respondents from urban and rural schools give significantly different effectiveness ratings, either for effectiveness in "increasing awareness" or for effectiveness in "reducing biased procedures and practices".

Participant Suggestions And on none of the suggestions included in the questionnaire did the respondents from urban and rural schools offer significant differential endorsement.

Summary School location, then, seems to have had little to do with the team, training, attitude/knowledge, or activity outcomes of EGO respondents.

7. NONTRADITIONAL VOC. ED. ENROLLMENTS

7. NONTRADITIONAL VOC. ED. ENROLLMENTS

In this section, data relevant to the study "questions for evaluation" are presented separately for respondents from schools with "high" nontraditional voc. ed. enrollments, and for those from schools with "low" nontraditional voc. ed. enrollments. Again, the following categories are used for ease of presentation:

page

0 EGO Respondents------------------ 230

1 Team Outcomes-------------------- 231

2 Training Outcomes---------------- 234

3 Attitude/Knowledge Outcomes------ 238

4 Activity Outcomes---------------- 241

5 Participant Suggestions---------- 249

6 Nontraditional Voc. Ed. Enrollments Summary-------------- 250

0. Respondents

Q-1 How many EGO participants from schools with "high" vs "low" nontraditional voc. ed. enrollments responded to the survey questionnaire?

The data in Table 7.0 indicate that approximately 20% of the EGO respondents from schools with the highest nontraditional voc. ed. enrollments are included in the "high" nontraditional voc. ed. enrollment group (N=30, or 19%). And approximately 20% of the EGO respondents from schools with the lowest nontraditional voc. ed. enrollments are included in the "low" nontraditional voc. ed. enrollment group (N=34, or 21%).

These cut-off points, of course, were arbitrarily drawn to yield extreme groups.

Table 7.0

Frequency and Percentage of EGO Respondents

by Nontraditional Enrollment

SCHOOL NONTRAD. VOC. ED. ENROLLMENT	EGO RESPONDENTS N	%[a]
HIGH	30	19%
LOW	34	21%
TOTAL	64	40%

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a) Base = 162 (Total number of EGO respondents)

300

1. Team Outcomes

Q-2 To what extent did respondents from schools with high vs low nontraditional voc. ed. enrollments report working together as teams?

The data in column 1 of Table 7.1, p. 232, indicate that 67% of the respondents from schools with high nontraditional voc. ed. enrollments, and 65% of those from schools with low nontraditional voc. ed. enrollments, reported that the work was pretty much shared among their team members. This difference was not large enough to reach statistical significance.

Q-3 How successful did respondents from schools with high vs low nontraditional voc. ed. enrollments feel their teams were in increasing awareness of sex bias among the teachers?

The data in column 2 of Table 7.1, p. 232, indicate that both respondents from schools with high and those from schools with low nontraditional voc. ed. enrollments found their teams to be "somewhat successful" in increasing awareness of sex bias among the teachers in their schools, with mean success ratings of 3.37 and 3.21, respectively, on a scale from 1 to 5.

Q-4 How successful did respondents from schools with high vs low nontraditional voc. ed. enrollments feel their teams were in increasing awareness of sex bias among students?

The data in column 3 of Table 7.1 indicate a similar mean success rating (3.31) for respondents from schools with high nontraditional voc. ed. enrollments, and a slightly (but not significantly) lower rating for respondents from schools with low nontraditional voc. ed. enrollments ($\bar{x}$=3.06).

Table 7.1 Ego Team Outcomes by Nontraditional Voc. Ed. Enrollment

EGO TEAM OUTCOMES

SCHOOL NONTRADITIONAL VOC. ED. ENROLLMENT	(1) Work Shared	(2) Increased Awareness[a] Among. . .	(3)	(4)	(5) Reduce Bias [a]
		Teachers	Students	Community	
	(n) %	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
1. High (top 20%)	(20) 67%	(30) 3.37	(29) 3.31	(28) 2.18	(29) 3.38
2. Low (bottom 20%)	(22) 65%	(33) 3.21	(32) 3.06	(27) 2.00	(33) 3.06
All Respondents	(129) 80%	(159) 3.35	(157) 3.35	(148) 2.26	(157) 3.27

a) Scale ranges from "1" (NOT AT ALL) thru "3" (SOMEWHAT) to "5" (VERY MUCH SO).

1. Team Outcomes...

Q-5 How successful did respondents from schools with high vs low nontraditional voc. ed. enrollments feel their teams were in increasing awareness of sex bias among in the community?

The data in column 4 of Table 7.1 indicate once again, less success in increasing awareness of sex bias "in the community" than either "among teachers" or "among students". Respondents, from schools with high nontraditional voc. ed. enrollments reported a mean "success" rate of 2.18 ("a little success"), while respondents from schools with low nontraditional voc. ed. enrollments reported a rate slightly, but not significantly, lower, i.e. 2.00 on the five point "success" scale.

Q-6 How successful did respondents from schools with high vs low nontraditional voc. ed. enrollments feel their teams were in reducing biased procedures and practices within the school?

The data in column 5 of Table 7.1 indicate that respondents from both schools with high nontraditional voc. ed. enrollments and those from schools with low nontraditional voc. ed. enrollments felt their teams were "somewhat successful" in reducing biased procedures and practices in the schools. Their mean "success" ratings were 3.38 for respondents from schools with high nontraditional voc. ed. enrollments, and a not significantly different 3.06 for respondents from schools with low nontraditional voc. ed. enrollments.

Discussion

In this section, data on team outcomes were presented for respondents from schools with high (top 20%) and low (bottom 20%) nontraditional voc. ed. enrollments, i.e. data on how

1. Team Outcomes...

Discussion...

much work was shared on the teams; on how effective they saw their efforts to reduce sex sex biased procedures and practices in the schools.

Sharing the Work

Respondents from schools with high and low nontraditional voc. ed. enrollments reported essentially the same percentage of shared work on their teams (67% and 61%, respectively).

Increasing Awareness

Respondents from schools with high and low nontraditional voc. ed. enrollments did not differ significantly in their ratings of team effectiveness in increasing awareness of sex bias among students, among teachers, or within the community.

Reducing Bias

Nor did they differ in their ratings of team effectiveness in reducing sex biased procedures and practices in the schools.

No significant differences were found, then, on any of the team outcome measures, for respondents from schools with high vs low nontraditional voc. ed. enrollments.

2. Training Outcomes

Q-7 Overall, how effective did respondents from schools with high vs low nontraditional voc. ed. enrollments find their EGO training?

(Q-7) The data in column 1 of Table 7.2, p. 236, indicate that respondents from schools with higher (i.e. the top 20%) nontraditional voc. ed. enrollments felt their EGO training was slightly better than "somewhat effective", i.e. they gave it a mean effectiveness rating of 3.62, on a five point scale. The respondents from schools with low nontraditional voc. ed. enrollments rated their EGO training slightly, but not significantly, lower, i.e. a mean of 3.34 on the five point scale.

Q-8 About how much of their training did respondents from schools with high vs low nontraditional voc. ed. enrollments actually use?

The data in column 2 of Table 7.2, p. 236, indicate 37% of the respondents from schools with high nontraditional voc. ed. enrollments and 26% of the respondents from schools with low nontraditional voc. ed. enrollments reported using more than half of their EGO training. The difference between the two percentages, however, was not large enough to reach statistical significance.

Q-9 About how much of their EGO training did the respondents from schools with high vs low nontraditional voc. ed. enrollments continue to use?

The data in column 3 of Table 7.2, indicate that 43% of the respondents from schools with high nontraditional voc. ed. enrollments and 29% of the respondents from schools with low nontraditional voc. ed. enrollments reported that they continue to use more than half of their EGO training. Again, however, the difference between these two percentages was not large enough to reach statistical significance.

Table 7.2 Ego Training Outcomes by Nontraditional Voc. Ed. Enrollment

SCHOOL NONTRADITIONAL VOC. ED. ENROLLMENT			EGO TRAINING OUTCOMES (1) Overall Effectiveness[a]	(2) Greater than 50% Used	(3) Greater than 50% Still Used	(4) Usefulness of EGO Training Topics[b] Cont. Efforts	(5) Reduce Stereo.	(6) Language Bias	(7) Effects on Voc. Ed	(8) Laws/Regs.
Enrollment	N	%[c]	$\overline{x}$	%	%	$\overline{x}$	$\overline{x}$	$\overline{x}$	$\overline{x}$	$\overline{x}$
1. High (top 20%)	30	19%	3.62	37%	43%	3.69	3.66	3.55	3.59	3.28
2. Low (bottom 20%)	34	21%	3.34	26%	29%	3.44	3.38	3.06	3.13	3.13
All Respondents	64	40%	3.51	33%	36%	3.58	3.53	3.38	3.38	3.25

a) Scale ranges from "1" (NOT EFFECTIVE) thru "3" SOMEWHAT EFFECTIVE) to "5" (VERY EFFECTIVE).

b) Scale ranges from "1" (NOT AT ALL USEFUL) thru "3" (MODERATELY USEFUL) to "5" VERY USEFUL).

c) Base = 162

2. Training Outcomes...

Q-10 Which training topics did the respondents from schools with high vs low nontraditional voc. ed. enrollments find most useful?

The data in columns 4 thru 8 of Table 7.2 indicate that respondents from schools with both high and low nontraditional voc. ed. enrollments rated all five topics to be slightly more than "moderately useful", their mean usefulness ratings ranged from 3.06 for the "Effects of Language Bias" topic, to 3.69 for the "Importance of Continuous Efforts" topic. On none of the five EGO training topics were the usefulness ratings of the respondents from schools with high vs low nontraditional voc. ed. enrollments large enough to reach statistical significance.

Discussion

In this section, data on various outcomes of EGO training were presented for respondents from schools with high vs low nontraditional voc. ed. enrollments, i.e. data on overall effectiveness, on extent training was used, on extent of continued use, and on usefulness of various training topics (see Table 7.2, p. 236).

Overall Effectiveness

Respondents from schools with high and low nontraditional voc. ed. enrollments did not differ significantly in the overall effectiveness ratings of their EGO training (with means of 3.62 and 3.34, respectively, on the five point effectiveness scale).

Extent Used

Neither did they differ significantly in the percentages using more than fifty percent of their training: 37% of the

2. Training Outcomes...

Discussion...

respondents from schools with high nontraditional voc. ed. enrollments and 26% of the respondents from schools with low nontraditional voc. ed. enrollments reported using more than half of their EGO training.

Continued Use

On continued use, as well, respondents from schools with high and low nontraditional voc. ed. enrollments did not differ significantly: 37% of the respondents from schools with high and 26% of the respondents from schools with low nontraditional voc. ed. enrollments reported continued use of more than half their EGO training.

Topic Usefulness

And again, on topic usefulness, no significant differences were found for any of the five training topics rated.

On all training outcome measures included in the study, then, respondents from schools with high and low nontraditional voc. ed. enrollments did not differ significantly. Note, however, that respondents from schools with high nontraditional voc. ed. enrollments did have higher ratings (or percentages) on every training outcome (see Table 7.2, p. 236).

3. Attitude/Knowledge Outcomes

Q-11 What was the attitude toward sex equity programs among EGO respondents from schools with high vs low nontraditional voc. ed. enrollments?

(Q-11) The data in column 3 of Table 7.3, p. 240, indicate that respondents from schools with high nontraditional voc. ed. enrollments achieved rather positive attitudes toward sex equity programs ($\bar{x}=3.45$ on a four point scale); but not significantly more positive than respondents from schools with low nontraditional voc. ed. enrollments ($\bar{x}=3.26$).

Q-12 What was the attitude toward women among EGO respondents from schools with high vs low nontraditional voc. ed. enrollments?

The data in column 6 of Table 7.3 indicate, once again, no significant difference between the attitude of respondents from schools with high vs low nontraditional voc. ed. enrollments. This time, however, the respondents from schools with low nontraditional voc. ed. enrollments reported the more positive attitude score (3.61 vs 3.53, respectively).

Q-13 What was the "knowledge level" regarding sex equity issues among EGO respondents from schools with high vs low nontraditional voc. ed. enrollments?

The data in column 9 of Table 7.3 indicate that respondents from schools with high nontraditional voc. ed. enrollments answered an average 3.87 items correct (65%); while those from schools with low nontraditional voc. ed. enrollments answered and average 3.50 items correct (58%). The difference between these two mean scores, however, was not statistically significant.

Discussion

In this section, data on EGO respondents attitude and knowledge were presented: attitude toward sex equity programs, attitude toward women, and knowledge of sex equity issues (Table 7.3, p. 240).

Table 7.3 Ego Participant Attitude/Knowledge Level by Nontraditional Voc. Ed. Enrollment

			EGO PARTICIPANT ATTITUDE/KNOWLEDGE LEVEL								
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
SCHOOL NONTRADITIONAL VOC. ED. ENROLLMENT			Attitude Toward Sex Equity Programs[a]			Attitude Toward Women[a]			Knowledge of Sex Equity Issues[b]		
Respondents	N	%[c]	N	SD	$\bar{x}$ rating	N	SD	$\bar{x}$ rating	N	SD	Correct $\bar{x}$ ($\bar{x}$%)
1. High (50p 20%)	30	19%	30	0.42	3.45	29	0.45	3.53	30	1.33	3.87 (65%)
2. Low (bottom 20%)	34	21%	32	0.51	3.26	32	0.40	3.61	34	1.44	3.50 (50%)
Totals (all respondents)	64	40%	157	0.49	3.31	156	0.52	3.47	162	1.36	3.54 (59%)

a) Ranges from "-4" (complete disagreement) thru "0" (no agreement) to "+4" (complete agreement) with "Sex-equity program" or "women" issues. Negatively phrased statements were transposed before scoring.

b) Range from "0" (no knowledge items correct) to "6" (all knowledge items correct).

c) Base = 162

3. Attitude/Knowledge Outcomes...

Discussion...

Attitude Toward Sex Equity Programs

Respondents from schools with high and low nontraditional voc. ed. enrollments did not differ significantly in their attitude toward sex equity programs, both scores were quite high with mean agreement scores of 3.45 and 3.26, respectively (on the four point scale).

Attitude Toward Women

Respondents from schools with high and low nontraditional voc. ed. enrollments did not differ significantly either, in their attitude toward women (with means of 3.53 and 3.61, respectively, on the four point scale).

Knowledge of Sex Equity Issues

And in knowledge of sex equity issues, too, there were no significant differences between the respondents from schools with high and low nontraditional voc. ed. enrollmants. They answered 65% and 58%, of the knowledge items correctly.

Again, on no attitude or knowledge outcomes measured did respondents from schools with high and low nontraditional voc. ed. enrollments differ significantly.

4. Activity Outcomes

Q-14 What activities were utilized by EGO respondents from schools with high vs low nontraditional voc. ed. enrollments to increase awareness of sex bias and/or to reduce sex biased procedures and practices in the schools?

Table 7.4a Percent Ego Activity by Nontraditional Voc. Ed. Enrollment

SCHOOL NONTRADITIONAL VOC. ED. ENROLLMENT			EGO ACTIVITIES 1) Registr./Curr. Act.[a]	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Foster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%[b]	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %
High 1 (top 20%)	30	19%	(24) 80%	(20) 67%	(12) 40%	(13) 43%	(14) 47%	(22) 73%	(19) 63%	(12) 40%	(13) 43%	(7) 23%	(12) 40%	(8) 27%	(4) 13%	(2) 7%
Low 2 (bottom 20%)	34	21%	(29) 85%	(22) 65%	(21) 62%	(23) 68%	(20) 59%	(18) 53%	(20) 59%	(18) 53%	(18) 53%	(13) 38%*	(10) 29%	(11) 32%	(3) 9%	(3) 9%
Totals (for all Schools)	64	40%	(127) 78%	(108) 67%	(103) 64%	(101) 62%	(93) 57%	(92) 57%	(91) 56%	(83) 51%	(80) 49%	(64) 40%	(58) 36%	(45) 27%	(22) 14%	(12) 7%

a) Column number referred to in text.

b) Base=162

*) $x^2=4.84$, df=1, $p<.05$

4. Activity Outcomes...

(Q-14) The data in columns 1 thru 14 of Table 7.4a, p. 242, indicate that respondents from schools with high nontraditional voc. ed. enrollments reported using the following activities most often:

- -Activity #1: Registration/Curriculum Activities (80%),
- -Activity #6: Nontraditional Speakers (73%), and
- -Activity #2: Recognizing Nontraditional Students (67%).

The activities most often reported used by respondents from schools with low nontraditional voc. ed. enrollments were:

- -Activity #1: Registration/Curriculm Acitivties (85%),
- -Activity #4: Mini-Workshops for Faculty (68%), and
- -Activity #2: Recognizing Nontraditional Students (65%).

As can be seen above, the respondents from schools with high and low nontraditional voc. ed. enrollments reported using similar activities, two of the top three, in fact. Moreover, there was only one activity of the 14 on which they reported significantly different usage: Respondents from schools with low nontraditional voc. ed. enrollments reported significantly greater use of activity #10, Emphasis At Open House (38% vs 23%, respectively).

Q-15 How effective did EGO respondents from schools with high vs low nontraditional voc. ed. enrollments feel the above activities were in increasing awareness of sex bias in the schools?

The data in columns 1 thru 14 of Table 7.4b, p. 244, indicate that respondents from schools with high nontraditional voc. ed. enrollments found the following activities to be most effective in increasing awareness of sex bias in the schools:

- -Activity #9: Pre-Registration Tours ($\bar{x}=5.58$),
- -Activity #2: Recognizing Nontraditional Students ($\bar{x}=5.47$), and
- -Activity #7: Produce Materials ($\bar{x}=5.47$).

Table 7.4b Mean Participant Rating of Effectiveness[a] of Ego Activities in Increasing Awareness of Sex Bias in the Schools by Nontraditional Voc. Ed. Enrollment

EGO ACTIVITIES

SCHOOL NONTRADITIONAL VOC. ED. ENROLLMENT			1) Registr./Curr. Act.[a]	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%[b]	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
High (top 20%)	30	19%	(22) 5.23	(101) 5.47	(1) 4.82	(14) 4.93	(13) 4.77	(21) 5.86	(19) 5.47	(12) 5.50	(12) 5.58	(7) 5.14	(11) 4.82	(9) 4.78	(4) 4.00	(3) 5.00
Low (bottom 20%)	34	21%	(27) 4.19	(19) 4.58	(18) 5.11	(20) 4.50	(20) 4.75	(17) 5.00	(18) 4.61	(15) 4.53	(17) 4.59	(11) 4.91	(9) 4.67	(9) 5.00	(2) 4.50	(3) 5.00
Total	64	40%	(119) 4.88	(93) 4.97	(95) 5.11	(96) 4.81	(86) 4.95	(84) 5.32	(84) 5.05	(78) 5.06	(75) 5.23	(60) 4.98	(54) 5.07	(48) 4.19	(25) 4.64	(16) 4.81

a) Ranges from "1" (INEFFECTIVE) to "7" (VERY EFFECTIVE).

b) Base=162

(Q-15) Among respondents from schools with low nontraditional voc. ed. enrollments, the actvities reported to be the most effective were:

- -Activity #3: Review/Revise sexist Language ($\bar{x}=5.11$),
- -Activity #6: Nontraditional Speakers ($\bar{x}=5.00$), and
- -Activity #12: Poster Contests ($\bar{x}=5.00$).

Even given the different lists of activities receiving the highest effectiveness ratings, it is important to note that on none of the 14 activities rated did the respondents from schools with high vs low nontraditional voc. ed. enrollments differ significantly in their ratings.

Q-16 How effective did respondents from schools with high vs low nontraditional voc. ed. enrollments feel the above activities were in reducing sex biased procedures and practices in the schools?

The data in columns 1 thru 16 of Table 7.4c, p. 246, indicate that respondents from schools with high nontraditional voc. ed. enrollments found the following activities to be most effective in reducing sex biased procedures and practices in the schools:

- -Activity #9: Pre-Registration Tours ($\bar{x}=5.82$),
- -Activity #8: Mini-Sessions for Students ($\bar{x}=5.36$), and
- -Activity #6: Nontraditional Speakers ($\bar{x}=5.19$).

Among respondents from schools with low nontraditional voc. ed. enrollments, the activities reported to be the most effective were:[a]

- -Activity #10: Emphasis At Open House ($\bar{x}=5.25$),
- -Activity #3: Review/Revise Sexist Language ($\bar{x}=5.12$), and
- -Activity #11: Media Activities ($\bar{x}=4.67$).

Of the fourteen activities rated, respondents from schools with high and low nontraditional voc. ed.

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a) Activities with mean ratings based on less than five respondents are omitted from this list.

Table 7.4c Mean Participant Rating of Effectiveness[a] of Ego Activities in Reducing Incidence of Sex Biased Procedures and Practices by Nontraditional Voc. Ed. Enrollment

SCHOOL - NONTRADITIONAL VOC. ED. ENROLLMENT			EGO ACTIVITIES													
			1) Registr./Curr. Act.[a]	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%[b]	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
High (top 20%) 1	30	19%	(17) 4.76	(16) 5.00	(9) 4.89	(11) 4.73	(9) 4.89	(16) 5.19	(14) 5.07	(11) 5.36*	(11) 5.82*	(48) 4.56	(9) 5.11	(37) 3.86	(2) 3.50	(2) 6.00
Low (btm 20%) 2	34	21%	(26) 4.12	(18) 4.33	(17) 5.12	(18) 4.11	(18) 5.56	(15) 4.60	(17) 4.29	(13) 4.00	(16) 4.31	(8) 5.25	(9) 4.67	(6) 3.50	(2) 5.00	(3) 5.00
Totals (all schools)	64	40%	(107) 4.54	(82) 4.76	(87) 5.02	(85) 4.54	(74) 4.76	(75) 4.72	(73) 4.70	(65) 4.29	(74) 4.80	(56) 4.66	(46) 4.83	(43) 3.81	(21) 4.29	(13) 5.08

a) Ranges from "1" (INEFFECTIVE) to "7" (VERY EFFECTIVE).

b) Base=162

*) t, p<.05

(Q-16) enrollments gave significantly different effectiveness ratings to only two: Respondents from schools with high nontraditional voc. ed. enrollments rated Activity #8, Mini-Sessions for Students, and Activity #9, Pre-Registration Tours, to be significantly more effective in reducing sex biased procedures and practices in the schools, than did respondents from schools with low nontraditional voc. ed. enrollments.

Discussion

In this section, data on the incidence and outcomes of EGO activities were presented for respondents from schools with high and low nontraditional voc. ed. enrollments, i.e. data on activities used (Table 7.4a, p. 242), on perceived effectiveness of activities in increasing awareness of sex bias (Table 7.4b, p. 244), and on perceived effectiveness in reducing the incidence of sex biased procedures and practices (Table 7.4c, p. 246).

Activies Used

On only one of the 14 activities was there a significant difference in usage between respondents from schools with high low nontraditional voc. ed. enrollments. Significantly more respondents from schools with low nontraditional voc. ed. enrollments reported using the "Emphasis At Open House" activity.

Effectiveness in Increasing Awareness

There were no significant differences in the effectiveness ratings given activities by respondents from schools with high and low nontraditional voc. ed. enrollments, i.e. effectiveness in increasing awareness of sex bias in the schools.

Table 7.5 Suggestions for Change by Nontraditional Voc. Ed. Enrollment

SCHOOL NONTRADITIONAL VOC. ED. ENROLLMENT	SUGGESTIONS FOR CHANGE (1) Disseminated Classroom Materials	(2) Provide Classroom Instr. Materials	(3) Maintain Close Contact w/Teams	(4) Make School Visitations	(5) Do Mid-Year Follow-up
	(n) %	(n) %	(n) %	(n) %	(n) %
1. High (top 20%)	(21) 70%*	(14) 47%	(12) 40%	(6) 20%	(9) 30%
2. Low (bttm. 20%)	(15) 44%	(16) 47%	(15) 44%	(11) 32%	(9) 26%
All Respondents	(101) 62%	(72) 44%	(69) 43%	(53) 33%	(46) 28%

*) x^2= 4.34, dj = 1, p<.05

4. Activity Outcomes...

Discussion...

Effectiveness in Reducing Sex Bias

There were no significant differences, as well, in the effectiveness ratings for activities in reducing sex biased procedures and practices in the schools.

On these activity outcomes, then, only one, relatively minor difference was found between respondents from schools with high vs low nontraditional voc. ed. enrollments.

5. Participant Suggestions

Q-17 What suggestions did the EGO respondents from schools with high vs low nontraditional voc. ed. enrollments offer/endorse to help the EGO Project Office serve the teams more effectively?

The data in columns 1 thru 5 of Table 7.5, p. 248, indicate that the suggestions most often endorsed by respondents from schools with high nontraditional voc. ed. enrollments were:

- -Suggestion #1: Disseminate Classroom Materials (70%), and
- -Suggestion #2: Provide Classroom Instructional Materials (47%).

For schools with low nontraditional voc. ed. enrollments, the suggestions most often endorsed were:

- -Suggestion #2: Provide Classroom Instructional Material (47%),
- -Suggestion #1: Disseminate Classroom Materials (44%), and
- -Suggestion #3: Maintain Close Contact with Teams (44%).

Despite the similarity between suggestions endorsed by respondents from schools with high vs low nontraditional

5. Participant Suggestions...

(Q-17) voc. ed. enrollments, still, the schools with high nontraditional voc. ed. enrollments were significantly more likely to endorse suggestion #1, Disseminate Classroom Materials (70% vs 44%, respectively). On no other suggestion, however, did they differ significantly.

6. Nontraditional Voc. Ed. Enrollment Summary

Respondents	The cut-off points were adjusted such that schools with the highest nontraditional voc. ed. enrollments contributed approximately 20% of the respondents (N=30) and schools with the lowest nontraditional voc. ed. enrollments contributed 20% of the respondents (N=34).
Team Outcomes	Respondents from schools with high nontraditional voc. ed. enrollments did not differ significantly from schools with low nontraditional voc. ed. enrollments in extent of work shared within the teams, in ratings of team effectiveness in increasing awareness of sex bias among students, among teachers, and within the community, or in ratings of team effectiveness in reducing sex biased procedures and practices within the schools. All team outcomes measured, then, did not differ with size of nontraditional voc. ed. enrollments.
Training Outcomes	And on all training measures, as well, (i.e. its overall effectiveness, extent the training was used, extent of its continued use, and utility of its varied topics), on all these there were no significant differences reported by respondents from schools with high vs low nontraditional voc. ed. enrollments.

6. Nontraditional Voc. Ed. Enrollment Summary...

Attitude/ Knowledge Outcomes

Attitude and knowledge outcomes (i.e. attitude toward sex equity programs, attitude toward women, and knowledge of sex equity issues) did not differ significantly for respondents from schools with high vs low nontraditional voc. ed. enrollments.

Activity Outcomes

Significantly more respondents from schools with low nontraditional voc. ed. enrollments reported using the "Emphasis At Open House" activity. There were no differences in effectiveness ratings, however, between respondents from schools with high and low nontraditional voc. ed. enrollments, on any of the 14 activities rated, either effectiveness in increasing awareness of sex bias or effectiveness in reducing sex biased procedures and practices.

Participant Suggestions

And finally, while giving similar patterns of endorsement to the suggestions for program change, the respondents from schools with high nontraditional voc. ed. enrollments were significantly more likely than respondents from schools with low nontraditional voc. ed. enrollments to endorse the "Disseminate Classroom Materials" suggestion.

Summary

On the various "team", "training", "attitude/knowledge", "activity" and "suggestions" outcomes measured, only a few significant differences by size of nontraditional voc. ed. enrollment emerged: significantly more respondents from schools with low nontraditional voc. ed. enrollments reported using the "Emphasis At Open House" activity, and significantly more respondents from schools with high nontraditional voc. ed. enrollments endorsed the "Disseminate Classroom Materials" suggestion.

8. NONTRADITIONAL ENROLLMENT CHANGE

8. NONTRADITIONAL ENROLLMENT CHANGE

In this section, data relevant to the study's "questions for evaluation" are presented separately for respondents from schools with increased nontraditional voc. ed. enrollments (i.e. top 15%) and for those from schools with decreased nontraditional voc. ed. enrollments (bottom 15%). The following categories are used to organize data:

page

0 EGO Respondents---------------------- 254

1 Team Outcomes------------------------ 255

2 Training Outcomes-------------------- 259

3 Attitude/Knowledge Outcomes---------- 263

4 Activity Outcomes-------------------- 266

5 Participant Suggestions-------------- 273

6 Nontrad. Enrollment Change Summary--- 275

0. Respondents

Q-1 How many EGO participants from schools with high vs low nontraditional voc. ed. enrollment changes responded to the survey questionnaire?

The data in Table 8.0, below, indicate that approximately 15% of the EGO respondents from schools with the highest fall, 1978 to fall, 1983 increases in nontraditional voc. ed. enrollments are included in the "Increased Nontraditional Enrollment" groups (N=28, 17%), and fifteen percent of the EGO respondents from schools with the greatest fall, 1978 to fall, 1983 decreases in nontraditional voc. ed. enrollments are included in the "Decreased Nontraditional Enrollment" group (N=24). As with the enrollment data in Section 7, these cut-off points were arbitrarily drawn to yield extreme groups for further analysis.

Table 8.0

Frequency and Percentage of EGO Respondents

by Nontraditional Enrollment

SCHOOL NON. TRAD.	EGO RESPONDENTS	
VOC. ED. ENROLLMENT CHANGE	N	%
INCREASED	28	17%
DECREASED	24	15%
TOTAL	52	32%

a) Base = 162 (Total number of EGO respondents)

1. Team Outcomes

Q-2 To what extent did respondents from schools with increased vs decreased nontraditional voc. ed. enrollment change report working together as teams?

The sharing of work on EGO teams was reported more often by respondents from shcools with decreased nontraditional voc. ed. enrollments (i.e. decreased over five years of the EGO Project. The difference between reported work sharing by shools with decreased and those with increased nontraditional enrollment (91% vs 70%), however, was not statistically significant (see column 1 of Table 8.1, p. 256).

Q-3 How successful did respondents from schools with increased vs decreased nontraditional enrollment change feel their teams were in increasing awareness of sex bias among the teachers at their schools?

The data in column 2 of Table 8.1 indicate that both the respondents from shcools with increased nontraditional enrollment change and those from schools with decreased nontraditional enrollment change felt they were "somewhat" successful in increasing awareness os sex bias among the teachers at their schools, i.e. both gave moderate ratings (3.33 and 3.45, respectively) on the five point "success in increasing awareness of sex bias" scale. Their ratings were not significantly different, statistically.

Q-4 How successful did respondents from shcools with increased vs decreased nontraditional voc ed. enrollment change feel their teams were in increasing awareness of sex bias among students?

The data in column 3 of Table 8.1 indicate ratings similiar to the item above i.e. moderate ("somewhat successful"

Table 8.1 Ego Team Outcomes by Nontraditional Voc. Ed. Change

	EGO TEAM OUTCOMES				
	(1)	(2)	(3)	(4)	(5)
SCHOOL NONTRADITIONAL VOC. ED. ENROLL. CHANGE	Work Shared	Increased Awareness[a] Among. . .			Reduce Bias[a]
		Teachers	Students	Community	
	(n) %	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
1. Increased (top 15%)	(19) 70%	(27) 3.33	(26) 3.35	(25) 2.40	(26) 3.42
2. Decreased (bottom 15%)	(21) 91%	(22) 3.45	(22) 3.09	(21) 2.24	(22) 3.55
All Respondents	(129) 80%	(157) 3.35	(157) 3.15	(148) 2.26	(157) 3.27

a) Scale ranges from "1" (NOT AT ALL) thru "3" (SOMEWHAT) to "5" (VERY MUCH SO).

(Q-4) ratings by both respondents from schools with increased and schools with decreased enrollments. The respondents from shools with decreased enrollments did, however, indicate a lower success rating for students than for teachers ($\bar{x}$=3.09 for students vs 3.45 for teachers). Again, however, this difference was not large enough to reach statistical significance.

Q-5 How successful did respondents from schools with increased vs decreased nontraditional voc. ed. enrollment change feel their teams were in increasing awareness of sex bias in the community?

The data in column 4 of Table 8.1 indicate, as elsewhere, less success in increasing awareness of sex bias in the community, i.e. $\bar{x}$ ratings of 2.40 and 2.24, respectively, for respondents from schools with increased and decreased nontraditional voc. ed. enrollment change. And again, their mean ratings are not statistically different.

Q-6 How successful did participants from schools with increased vs decreased nontraditional voc. ed. enrollment change feel their teams were in reducing biased procedures and practices within the school?

The data in column 5 of Table 8.1, p. 256, indicate a "moderate" level of success in "reducing biased procedures and practices in the schools", i.e. mean success ratings of 3.42 and 3.55 respectively, on the five point success scale. These differences, too, were not large enough to reach statistical significance.

Discussion

In this section, data on team outcomes were presented for respondents from schools with increased vs decreased

Discussion...

nontraditional voc. ed. enrollments, i.e. data on how much they shared the work, on how effective they saw their efforts to increase awareness of sex bias among teachers, among students, and within the community, and how effective they saw their efforts to reduce sex biased procedures and practices in the schools (see Table 8.1, p. 256).

Sharing the Work

A higher, but not significantly higher, percentage of respondents from schools with *decreased* nontraditional voc. ed. enrollments reported work was shared on their teams: 91% of the decreased enrollment group vs 70% of the increased enrollment group reported work was shared on their teams. While this difference was not statistically significant, neither was it expected. The expectation was that the "team strategy" (working together as *teams*) would be more prevalent in the more "successful" schools (i.e. schools with greater increase in nontraditional voc. ed. enrollments).

Increasing Awareness

Respondents from schools with increased nontraditional voc. ed. enrollments did not differ significantly from schools with decreased nontraditinal voc. ed. enrollments in their estimation of their teams' effectiveness in increasing awareness of sex bias "among students", "among teachers", *or* "within the community". Again the expectation was that respondents from schools with increased nontraditional voc. ed. enrollments might report more success in increasing "awareness", since by definition, they *were* more successful in increasing "nontraditional enrollment", a much more difficult task. It might be that they were "tougher on themselves" in the ratings, or indeed, that some other factors (besides their EGO training) were primarily responsible for the nontraditional enrollment change.

1. Team Outcomes...

Discussion...

Reducing Bias

Neither did respondents from schools with increased vs decreased nontraditional voc. ed. enrollments differ significantly in their estimation of their teams' effectiveness in reducing the incidence of sex biased procedures and practices. And again, a difference was expected.

It was not expected, and is not obvious, why respondents from the "more successful schools" (schools with increased nontraditional voc. ed. enrollments) did not differ significantly from respondents from the "less successful schools" (schools with decreased nontraditional voc. ed. enrollments) in extent of work shared among the teams, in estimation of team effectiveness in increasing student, teacher, and community awareness; and in reducing biased procedures and practices in the schools.

2. Training Outcomes

Q-7 Overall, how effective did respondents from schools with increased vs decreased nontraditional voc. ed. enrollment change find their EGO training?

The data in column 1 of Table 8.2, p. 260, indicate that the respondents from both types of schools found their training a little better than "somewhat effective", giving average "effectiveness ratings" of 3.73 and 3.67, respectively, on a five point "effectiveness" scale".

Q-8 About how much of their EGO training did respondents from schools with increased vs decreased nontraditinoal voc. ed. enrollment change, actually use?

Table 8.2 Ego Training Outcomes by Nontraditional Voc. Ed. Enrollment Change

SCHOOL NONTRADITIONAL VOC. ED. ENROLL. CHANGE			EGO TRAINING OUTCOMES (1) Overall Effectiveness[a]	(2) Greater than 50% Used	(3) Greater than 50% Still Used	(4) Usefulness of EGO Training Topics[b] Cont. Efforts	(5) Reduce Stereo.	(6) Language Bias	(7) Effects on Voc. Ed.	(8) Laws/Regs.
Enrollment Change	N	%[c]	$\overline{X}$	%	%	$\overline{X}$	$\overline{X}$	$\overline{X}$	$\overline{X}$	$\overline{X}$
1. Increased	28	17%	3.73	41%	44%	3.54	3.69	3.38	3.50	3.62
2. Decreased	24	15%	3.67	39%	48%	3.59	3.48	3.27	3.59	3.17
All Respondents	52	32%	3.51	33%	36%	3.58	3.53	3.38	3.38	3.25

a) Scale ranges from "1" (NOT EFFECTIVE) thru "3" (SOMEWHAT EFFECTIVE) to "5" (VERY EFFECTIVE).

b) Scale ranges from "1" (NOT AT ALL USEFUL) thru "3" (MODERATELY USEFUL) to "5" (VERY USEFUL).

c) Base = 162

2. Training Outcomes...

(Q-8) The data in column 2 of Table 8.2 indicate that about 40% of each group reported using "greater than half" of their EGO training (41% of respondents from schools with increased voc. ed. enrollment change, and 39% of the respondents from schools with decreased voc. ed. enrollment change.

Q-9 About how much of their EGO training do respondents from schools with increased vs decreased nontraditional voc. ed. enrollment change, "continue to use"?

The data in column 3 of Table 8.2 indicate that about 45% of each group reported continued use of their EGO training (44% of respondents from schools with increased voc. ed. enrollment change, and 48% of the respondents from schools with decreased voc. ed. enrollment change.

Q-10 What training topics did respondents from schools with increased vs decreeased enrollment change find most useful?

Usefulness ratings are given for five major EGO training areas in columns 4 thru 8 of Table 8.2, p. 260. In Table 8.2 we see these mean ratings varying from a low of 3.17 (respondents from schools with decreased nontraditional voc. ed. enrollments found "Laws and Regulations" to be "least" useful), to a high of 3.69 (respondents from schools with increased nontraditional voc. ed. enrollments found "Strategies" to be "most" useful).

More relevant to the question, however, is the fact that for none of the five training areas rated, (columns 4 thru 8) did respondents from schools with increased vs decreased nontraditional voc. ed. enrollment change, give significantly different usefulness ratings.

2. Training Outcomes...

Discussion

In this section, data on various outcomes of EGO training were presented for respondents from schools with increased and decreased nontraditional voc. ed. enrollments, i.e. data on overall effectiveness, on extent training was used; on extent of its continued use, and on the usefulness of various training topics (see Table 8.2, p 260).

Overall Effectiveness

Respondents from schools with increased nontraditional voc. ed. enrollments did not differ significantly from respondents from schools with decreased nontraditional voc. ed. enrollments in their overall effectiveness ratings of the EGO training they received.

Extent Used

Neither did they differ significantly in the extent of use, 41% of the respondents from increased enrollment schools and 39% of the respondents from decreased enrollment schools reported using more than half their EGO training.

Continued Use

Nor did they differ significantly in the extent of continued use they reported; i.e. 44% of the respondents from increased enrollment schools and 48% of those from decreased enrollment schools reported they continued to use more than half of their training.

Topic Usefulness

And finally, they did not differ significantly in their usefulness ratings of any of the topics rated.

2. Training Outcomes...

Discussion...

Respondents from "successful" and "non-successful" schools, then, (i.e. schools with increased vs decreased nontraditional voc. ed. enrollments from fall 1978 to fall 1983) did not differ significantly on any of the training outcomes measured. Some relationship between "training" and "success" were expected, for "extent used" or "continued use" if not for "overall effectiveness" or "usefulness of various topics", but none were found on these measures.

3. Attitude/Knowledge Outcomes

Q-11 What was the "attitude toward sex equity programs" among EGO respondents from schools with increased vs decreased nontraditional voc. ed. enrollment change?

The data in column 3 of Table 8.3, p. 264, show that both respondents from schools with increased nontraditional voc. ed. enrollments and those from schools with decreased nontraditional voc. ed. enrollments, scored relatively high on the brief "attitude toward sex equity" scale included in the questionnaire, earning mean "agreement with pro sex equity statements" scores of 3.36 and 3.30, respectively, on the four point scale.

Q-12 What was the "attitude toward women" among EGO respondents from schools with increased vs decreased nontraditional voc. ed. enrollment change?

The data in column 6 of Table 8.3, again show relatively high mean attitude scores for both respondents from schools with increased nontraditional voc. ed. enrollments and for those from schools with decreased nontraditional voc. ed. enrollments, only this time it is "attitude toward women" that is being measured, again, on the same four point scale.

Table 8.3 Ego Participant Attitude/Knowledge Level by Nontraditional Voc. Ed. Enrollment Change

SCHOOL NONTRADITIONAL VOC. ED. ENROLLMENT CHANGE			EGO PARTICIPANT ATTITUDE/KNOWLEDGE LEVEL								
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
			Attitude Toward Sex Equity Programs[a]			Attitude Toward Women[a]			Knowledge of Sex Equity Issues[b]		
Respondents from Schools with:	N	%	N	SD	$\bar{x}$ rating	N	SD	$\bar{x}$ rating	N	SD	Correct $\bar{x}$ ($\bar{x}$%)
1. Increased Enrollment	28	17%	27	0.47	3.36	27	0.57	3.49	27	1.40	3.89 (65%)
2. Decreased Enrollment	24	15%	23	0.53	3.30	23	0.59	3.31	23	1.20	3.61 (60%)
Totals (all schools)	52	32%	157	0.49	3.31	156	0.52	3.47	162	1.36	3.54 (59%)

a) Ranges from "-4" (complete disagreement) thru "0" (no agreement) to "+4" (complete agreement) with "Sex-equity program" or "women" issues.

b) Ranges from "0" (no knowledge items correct) to "6" (all knowledge items correct).

c) Base=162

3. Attitude/Knowledge Outcomes...

Q-13 What was the "knowledge level" regarding sex equity issues among EGO respondents from schools with increased vs decreased nontraditional voc. ed. enrollment change?

The mean data in column 9 of Table 8.3 indicate that EGO respondents from schools with increased nontraditional voc. ed. enrollments answered 3.89 sex equity kmowledge items correctly, on the average, whereas respondents from schools with decreased nontraditional voc. ed. enrollments answered 3.61 correctly, on the average; a mean difference not large enough to reach statistical significance.

The percentage data in column 9 indicate that respondents from schools with increased nontraditional voc. ed. enrollments answered about 65% of the items correctly, while respondents from schools with decreased nontraditional voc. ed. enrollments answered about 60% correctly.

Discussion

In this section, data on EGO respondent attitude and knowledge were presented: attitude toward sex equity programs, attitude toward women, and knowledge of sex equity issues (see Table 8.3).

Attitude Toward Sex Equity Programs

Respondents from schools with increased vs decreased nontraditional voc. ed. enrollments did not differ significantly in their attitude toward sex equity programs. Both were quite positive, with means of 3.36 and 3.30, respectively, on the four point scale.

Attitude Toward Women

On attitude toward women, too, they did not differ significantly. Again, both indicate quite positive attitudes toward women, with means of 3.49 and 3.31, respectively.

3. Attitude/Knowledge Outcomes...

Discussion...

Knowledge of Sex Equity Issues

And respondents from schools with increased vs decreased nontraditional voc. ed. enrollment did not score significantly different on a brief set of sex equity knowledge items, 65% vs 60% correct, respectively.

Again, no significant differences were found between respondents from schools with increased vs decreased (fall 1970 - fall 1983) nontraditional voc. ed. enrollments, on any of the attitude or knowledge measures. Here, the brevity of the instruments may be a factor, but the overall pattern of response is quite similar to and consistent with the findings throughout this section, suggesting that if the instrumentation is a problem, it is probably not a critical one.

4. Activity Outcomes

Q-14 What activities were utilized by EGO respondents from schools with increased vs decreased nontraditional voc. ed. enrollments to increase awareness of sex bias and/or to reduce sex biased procedures and practices?

The data in columns 1 thru 14 of Table 8.4a, p. 268, indicate that the activities utilized most frequently by respondents from schools with increased nontraditional voc. ed. enrollments were:

- -Activity #1: Registration/Curriculum Activities (70%),
- -Activity #6: Nontraditional Speakers (57%), and
- -Activity #9: Pre-Registration Tours (56%).

4. Activity Outcomes...

(Q-14) The activities utilized most frequently by respondents from schools with decreased nontraditional voc. ed. enrollments were:

- -Activity #1: Registration/Curriculum Activities (74%),
- -Activity #5: Information at Pre-Registration (70%), and
- -Activity #7: Produce Materials (65%).

Probably the most interesting data in Table 8.4a, however, are the lack of significant differences between the two groups. Indeed, the only activities for which a statistically significant difference in usage reported by respondents from schools with increased vs decreased nontraditional voc. ed. enrollments was that the latter, decreased enrollment group reported significantly more use of Activity #10, Emphasis At Open House (52% vs 22%, respectively).

Q-15 How effective did the EGO respondents from schools with increased vs decreased nontraditional voc. ed. enrollments feel the above activities were in increasing awareness of sex bias in the schools?

The data in columns 1 thru 14 of Table 8.4b, p. 269, indicate that the activities rated most effective in increasing awareness of sex bias in the schools by respondents from schools with increased nontraditional voc. ed. enrollments were:

- -Activity #9: Pre-Registration Tours ($\bar{x}$=6.00),
- -Activity #6: Nontraditional Speakers ($\bar{x}$=5.94), and
- -Activity #7: Produce Materials ($\bar{x}$=5.60).

The activities thought most effective by the respondents from schools with decreased nontraditional voc. ed. enrollments were:[a]

- -Activity #2: Recognize Nontraditional Students ($\bar{x}$=5.64),
- -Activity #4: Mini-Workshops for Faculty ($\bar{x}$=5.50), and
- -Activity #6: Nontraditional Speakers ($\bar{x}$=5.60).

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a) Mean ratings based on less than 5 respondents are omitted from this list.

Table 8.4a Percent Ego Activity by Nontraditional Voc. Ed. Enrollment Change

SCHOOL NONTRADITIONAL VOC. ED. ENROLLMENT CHANGE			EGO ACTIVITIES													
			[a] 1) Registr./Curr. Act.	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N[b]	%	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %	(n) %
Increased 1	28	17%	(19) 70%	(13) 48%	(12) 44%	(12) 44%	(12) 44%	(16) 57%	(14) 52%	(13) 48%	(15) 56%	(6) 22%	(6) 22%	(10) 37%	(4) 15%	(2) 7%
Decreased 2	24	15%	(17) 74%	(11) 48%	(13) 57%	(11) 48%	(16) 70%	(14) 58%	(15) 65%	(8) 35%	(8) 35%	(12) 52%*	(5) 22%	(5) 22%	(1) 4%	(3) 13%
Totals (for all schools)	52	32%	(127) 78%	(108) 67%	(103) 64%	(101) 62%	(93) 57%	(92) 57%	(91) 56%	(83) 51%	(80) 49%	(64) 40%	(58) 36%	(45) 28%	(22) 14%	(12) 7%

a) Column number referred to in text.

b) Base=162

*) $x^2 = 4.84$, df=1, $p<.05$

Table 8.4b Mean Participant Rating of Effectiveness[a] of Ego Activities in Increasing Awareness of Sex Bias in the Schools by Nontraditional Voc. Ed. Enrollment Change

EGO ACTIVITIES

SCHOOL NONTRADITIONAL VOC. ED. ENROLLMENT CHANGE			1) Registr./Curr. Act.[a]	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%[b]	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$	(n) $\bar{X}$
Increased 1	28	17%	(19) 5.11	(13) 5.23	(13) 4.23	(14) 4.93	(13) 4.46	(16) 5.94	(15) 5.60	(15) 5.47	(14) 6.00	(8) 4.63	(8) 5.38	(12) 4.58	(5) 4.60	(4) 5.50
Decreased 2	24	15%	(15) 5.07	(11) 5.64	(12) 5.25	(10) 5.50	(14) 5.07	(10) 5.40	(13) 5.08	(8) 4.88	(8) 5.25	(10) 5.30	(3) 5.33	(5) 4.80	(1) 7.00	(3) 4.33
Total (for all schools)	52	32%	(119) 4.88	(93) 4.97	(95) 5.11	(96) 4.81	(86) 4.95	(84) 5.23	(84) 5.05	(78) 5.06	(75) 5.23	(60) 4.98	(3) 5.33	(5) 4.80	(1) 7.00	(3) 4.33

a) Ranges from "1" (INEFFECTIVE) to "7" (VERY EFFECTIVE).

b) Base=162

Table 8.4c Mean Participant Rating of Effectiveness[a] of Ego Activities in Reducing Incidence of Sex Biased Procedures and Practices by Nontraditional Voc. Ed. Enrollment Change

EGO ACTIVITIES

SCHOOL NONTRADITIONAL VOC. ED. ENROLLMENT CHANGE			1) Registr./Curr. Act.[a]	2) Recog. Non-Trad. Stud.	3) Review/Revise Lang.	4) Mini-Workshop, Faculty	5) Info. at Pre-Registr.	6) Non-Trad. Speakers	7) Produce Materials	8) Mini-Sess. for Stud.	9) Pre-Regis. Tours	10) Emphasis at Open House	11) Media Activities	12) Poster Contest	13) Comm. Presentation	14) "Pair" Students
Respondents	N	%[b]	(n) X	(n) X	(n) X	(n) X	(n) X	(n) X	(n) X	(n) X	(n) X	(n) X	(n) X	(n) X	(n) X	(n) X
Increased 1	28	17%	(16) 4.88	(11) 5.18	(11) 4.18	(11) 4.45	(10) 4.20	(14) 6.07**	(12) 5.33	(13) 4.54	(13) 5.62	(6) 4.17	(5) 5.60	(9) 4.22	(2) 3.50	(2) 6.00
Decreased 2	24	15%	(13) 4.77	(9) 4.89	(10) 4.80*	(11) 5.00	(10) 4.80	(8) 4.25	(12) 5.00	(6) 4.33	(8) 4.50	(9) 5.00	(3) 4.67	(5) 4.60	(1) 5.00	(3) 4.33
Totals (all schools)	52	32%	(107) 4.54	(82) 4.76	(87) 5.20	(85) 4.54	(74) 4.76	(75) 4.72	(73) 4.70	(65) 4.29	(74) 4.80	(56) 4.66	(46) 4.83	(43) 3.81	(21) 4.29	(13) 5.08

a) Ranges from "1" (INEFFECTIVE) to "7" (VERY EFFECTIVE).

b) Base=162

*) t=2.15, df=75, p<.05

**) t=3.23, df=20, p<.01

4. Activity Outcomes...

(Q-15) Still, however, there were no significant differences in effectiveness ratings by respondents from schools with increased vs decreased voc. ed. enrollments for any of the 14 activities rated.

Q-16 How effective did the respondents from schools with increased vs decreased nontraditional voc. ed. enrollments feel the above activities were in reducing sex biased procedures and practices within the schools?

The data in columns 1 thru 14 of Table 8.4c, p 270, indicate that the activities rated most effective in reducing sex biased procedures and practices by respondents from schools with increased voc. ed. enrollments were:[a]

- -Activity #6: Nontraditional Speakers ($\bar{x}$=6.07),
- -Activity #9: Pre-Registration Tours ($\bar{x}$=5.62), and
- -Activity #5: Media Activities ($\bar{x}$=5.60).

The activities thought most effective by the respondents from schools with decreased voc. ed. enrollments were:[a]

- -Activity #4: Mini-Workshops for Faculty ($\bar{x}$=5.00),
- -Activity #7: Produce Materials ($\bar{x}$=5.00), and
- -Activity #10: Emphasis At Open House ($\bar{x}$=5.00).

On only two of the fourteen activities, however, did respondents from schools with increased vs decreased voc. ed. enrollments differ significantly in their effectiveness ratings:

- -Respondents from schools with increased voc. ed. enrollments gave significantly higher effectiveness ratings to Activity #6, Nontraditional Speakers ($\bar{x}$=6.07 vs 4.25), and
- -Respondents from schools with decreased voc. ed. enrollments gave significantly higher effectiveness ratings to Activity #3, Review/Revise Language Bias ($\bar{x}$=4.80 vs 4.18, respectively).

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a) Mean ratings based on less than 5 respondents are omitted from this list.

Discussion

In this section, data on the incidences and outcomes of EGO activities were presented for respondents from schools with increased vs decreased nontraditional voc. ed. enrollments; i.e. data on activities used (Table 8.4a, p. 268); on perceived effectiveness of activities in increasing awareness of sex bias (Table 8.4b, p. 269); and on perceived effectiveness in reducing the incidence of sex biased procedures and practices (Table 8.4c, p. 270).

Activities Used

On only one of the 14 activities did respondents from schools with increased vs decreased nontraditional voc. ed. enrollments report significantly different useage. Significantly more respondents from schools with *decreased* nontraditional voc. ed. enrollments reported using the "Emphasis At Open House" activity (52% vs 22%, respectively).

Effectiveness in Increasing Awareness

Respondents from "successful" schools (schools with increased nontraditional voc. ed. enrollments did not find *any* of the 14 activities rated either significantly more or significantly less effective in increasing awarenss of sex bias, than did respondents from "unsuccessful" schools (schools with decreased nontraditional voc. ed. enrollments).

Effectiveness in Reducing Sex Bias

Respondents for "successful" schools (see above) reported the "Nontraditional Speakers" activity to be significantly more effective in reducing biased procedures and practices than did the respondents from the "unsuccessful" schools, on the other hand, reported the "Review/Revise Sexist Language " activity to be significantly more effective.

We see, then, a slight difference in activities used (only one in fourteen, used more often by respondents from schools with *decreased* voc. ed. enrollments; no difference on *any* acitivity in perceived effectiveness in increasing awareness

4. Activity Outcomes....

Discussion...

of sex bias; and only two activities differing significantly in perceived effectiveness in reducing biased procedures and practices. These activity differences between "successful" and "unsuccessful" schools, while important, seem minimal. It may mean that different activities, rather than differential use of those in place, will be required for "successful" and "unsuccessful" schools.

5. PARTICIPANT SUGGESTIONS

Q-17 What suggestions did the EGO respondents from schools with increased vs decreased nontraditional voc. ed. enrollments offer/endorse to help the EGO Project Office serve the teams more effectively?

The data in columns 1 thru 5 of Table 8.5, p. 274, indicate that the suggestions endorsed most often by respondents from schools wtih increased nontraditional voc. ed. enrollments were:

- Suggestion #1: Disseminate Classroom Materials (70%), and
- Suggestion 3: Maintain Close Contact with Teams (59%).

The suggestions most often endorsed by respondents from schools with decreased nontraditional voc. ed. enrollments were:

- Suggestion #1: Disseminate Classroom Material (52%), and
- Suggestion #2: Provide Classroom Instructional Materials (52%).

There were, moreover, no significant differences between respondents from schools with increased vs decreased nontraditional voc. ed. enrollments on any of the five suggestions for helping the EGO Project Office to serve the teams more effectively.

Table 8.5 Suggestions for Change by School Nontraditional Voc. Ed. Enrollment Change

SCHOOL NONTRADITIONAL VOC. ED. ENROLLMENT CHANGE	SUGGESTIONS FOR CHANGE (1) Disseminated Classroom Materials	(2) Provide Classroom Instr. Materials	(3) Maintain Close Contact w/Teams	(4) Make School Visitations	(5) Do Mid-Year Follow-up
	(n) %	(n) %	(n) %	(n) %	(n) %
1. Increased	(27) 70%	(27) 41%	(27) 59%	(27) 30%	(27) 37%
2. Decreased	(23) 52%	(23) 52%	(23) 39%	(23) 30%	(23) 39%
All Respondents	(101) 62%	(72) 44%	(69) 43%	(53) 33%	(46) 28%

6. Nontraditional Enrollment Change Summary

Respondents

Twenty-eight (or 17%) of the EGO respondents were from schools which reported the most increased nontraditional voc. ed. enrollments from the fall of 1978 to the fall of 1983. Twenty-four (or 15%) were from schools reporting the greatest losses in nontraditional voc. ed. enrollments during the same period.

Team Outcomes

More, but not significantly more, respondents from "decreased enrollment" schools reported sharing work within their teams. There were no differences, however, in perceived team effectiveness in increasing awareness of sex bias among students, among teachers, or within the community. Since the schools with increased nontraditional enrollments had, by definition, already accomplished the more difficult task (increasing actual nontraditional enrollments), it is curious they did not report more success in the "easier" task (increasing awareness). Nor were there differences in perceived success in reducing sex biased procedures and practices, again curious, since by definition, they had (i.e. increasing nontraditional voc. ed. enrollments would seem to require changing sex biased procedures and practices).

Training Outcomes

Respondents from schools with increased nontraditional voc. ed. enrollments did not differ significantly from schools with decreased nontraditional voc. ed. enrollments on any of the training outcomes measured, i.e. they did not differ significantly on overall effectiveness ratings, on extent the training was used, on extent of its continued use, or on the usefulness of various training topics. At least some difference, on extent used or extent of continued use might be expected in "successful" vs "unsuccessful" schools (i.e. "successful" in increasing nontraditional voc. ed. enrollments).

6. Nontraditional Enrollment Change Summary...

Attitude/ Knowledge Outcomes

Again, there were no significant differences between respondents from schools with increased vs decreased nontraditional voc. ed. enrollments found on any attitude or knowledge measure. It was indicated that while brevity of the instruments may be a factor, the overall pattern of no difference that has emerged throughout this section (and last) suggests that if the instrumentation is a problem it is probably not a critical one.

Activity Outcomes

Significantly more respondents from schools with decreased nontraditional voc. ed. enrollments reported using the "Emphasis At Open House" acitivity (52% vs 22%, respectively). Respondents from schools with increased and decreased voc. ed. enrollments did not differ in their effectiveness ratings of any of the 14 activities, i.e. effectiveness in increasing awareness os sex bias in the schools. There were two activities, however, they considered diferentially effective in reducing sex biased procedures and practices: respondents from schools with increased nontraditional enrollments reported the "Nontraditional Speakers" to be significantly more effective, while the respondents with decreased nontraditional voc. ed. enrollments reported the "Review/Revise Sexist Language" activity to be significantly more effective.

It was suggested that these few activity differences between "successful" and "unsuccessful" schools, while important, seem minimal, and it may be that different activites, rather than differential use of them in place, will be required for "successful" and "unsuccessful" schools.

Participant Suggestions

And finally, there were no significant differences in the suggestions endorsed by respondents from schools with increased vs decreased nontraditional voc. ed. enrollments, i.e. respondents from "successful" schools endorsed essentially the same suggestions as did respondents from "unsuccessful" schools.

V. CONCLUSIONS

V CONCLUSIONS/RECOMMENDATIONS

In this section, the study's major conclusions are stated and discussed and several recommendations are made.

CONCLUSIONS

A major conclusion to be drawn from this study is that the EGO Project was not associated with very much change in nontraditional vocational education enrollment, i.e. from fall 1978 to fall 1982, there was about a percentage increase at the secondary level, and from fall 1980 to fall 1982, there was virtually no overall increase for former DOE students, at the Community College level.

A second conclusion is that the EGO Project was "somewhat effective" both in increasing awareness of sex bias and in reducing sex biased procedures and practices in the schools. This was indicated not only by respondent effectiveness ratings, but by the extent to which various activities were actually used, e.g. mini-sessions for students, the revision of sexist language, etc.

A third major conclusion is that the EGO Project was not similarly effective in increasing awareness of sex bias within the community. While the respondents community effectiveness ratings were quite low, more important was the fact that, as indicated by the activity plans submitted by the various EGO teams, community activities were seldom given high priority. Indeed they were often included more for show than for "go".

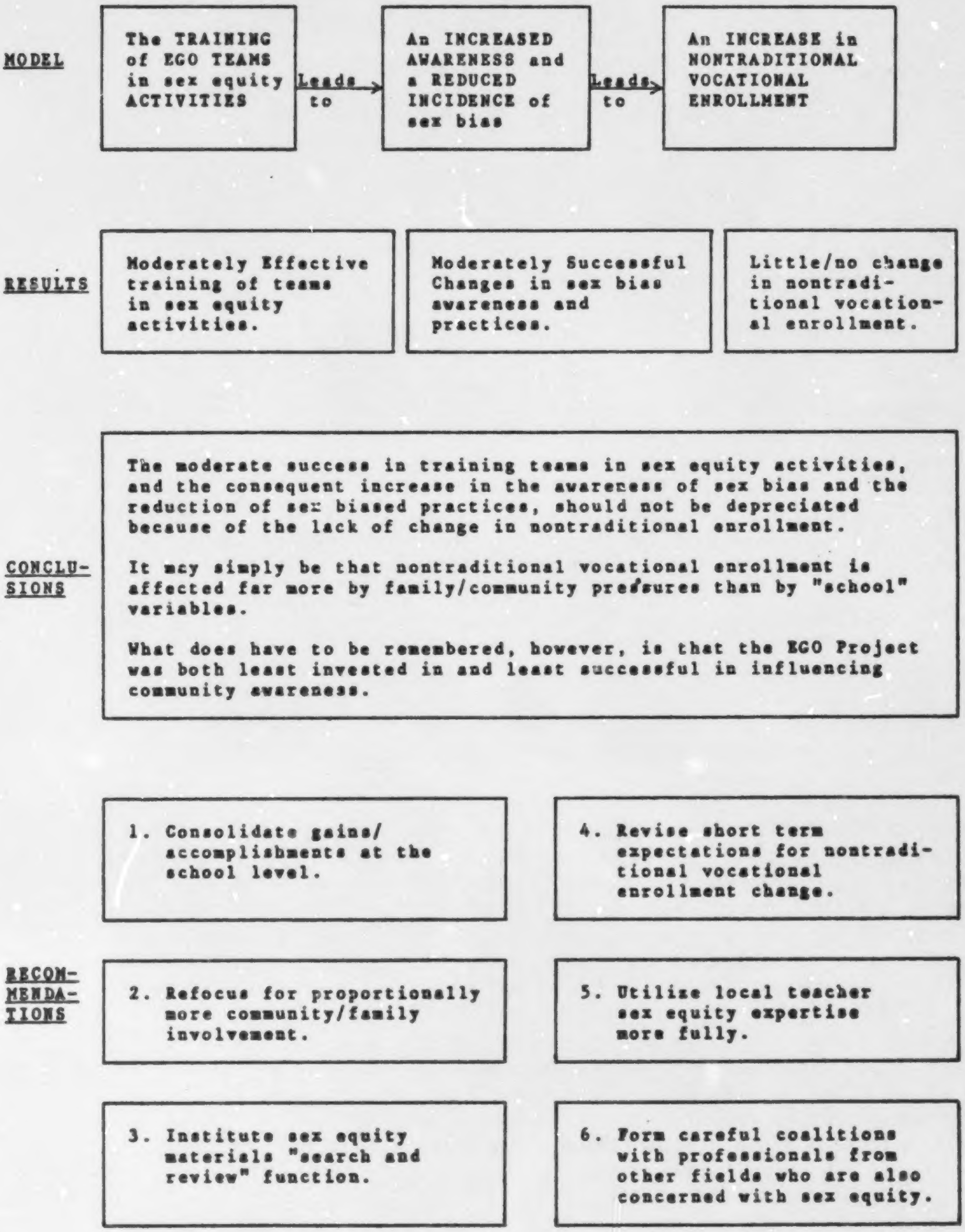
And finally, a fourth major conclusion is that the need for sex equity materials, instructional materials and support materials, as well, was keenly felt, over all districts, in all project years, and among all participant positions.

Discussion

In figure 1, p. 278, we see the assumptions (or MODEL) upon which the EGO Project was based, i.e. the training of EGO teams in sex equity activities was to lead to an increase in the awareness of sex bias and to a reduction in sex biased procedures and practices in the schools; which, in turn, was to lead to an increase in nontraditional vocational enrollment.

Figure 1

An EGO Project Summary:
The Model, Results, Conclusions and Recommendations



MODEL

The TRAINING of EGO TEAMS in sex equity ACTIVITIES → Leads to → An INCREASED AWARENESS and a REDUCED INCIDENCE of sex bias → Leads to → An INCREASE in NONTRADITIONAL VOCATIONAL ENROLLMENT

RESULTS

Moderately Effective training of teams in sex equity activities.

Moderately Successful Changes in sex bias awareness and practices.

Little/no change in nontraditional vocational enrollment.

CONCLUSIONS

The moderate success in training teams in sex equity activities, and the consequent increase in the awareness of sex bias and the reduction of sex biased practices, should not be depreciated because of the lack of change in nontraditional enrollment.

It may simply be that nontraditional vocational enrollment is affected far more by family/community pressures than by "school" variables.

What does have to be remembered, however, is that the EGO Project was both least invested in and least successful in influencing community awareness.

RECOMMENDATIONS

1. Consolidate gains/accomplishments at the school level.
2. Refocus for proportionally more community/family involvement.
3. Institute sex equity materials "search and review" function.
4. Revise short term expectations for nontraditional vocational enrollment change.
5. Utilize local teacher sex equity expertise more fully.
6. Form careful coalitions with professionals from other fields who are also concerned with sex equity.

Discussion...

The EGO Project training seems to have been at least moderately effective in increasing awareness and reducing sex biased procedures and practices in the schools, but this increased awareness/reduced bias has not led to much increase in nontraditional vocational enrollment, apparently for the following reasons:

1) Nontraditional vocational enrollment is affected far more by family/community pressure than by "school" variables; and
2) The EGO Project was less invested in and least successful in influencing community awareness.

RECOMMENDATIONS

#2
Family/
Community
Focus

The second major recommendation of this report is that, to the extent that change in nontraditional enrollment is, in fact, the goal, plans for family/community involvement will have to be modified accordingly, and appreciably more resources, both time and material, will have to be allocated in that direction.

#1
Consolidate
Gains

The first recommendation, however, is that efforts be made to consolidate the unsubstantial gains already made.

Consolidation is needed, firstly, because some schools have not received EGO sex equity training in five years, others in fewer, etc.; secondly, because some schools, a few to be sure, had largely "paper programs"[a] originally; and thirdly, and most importantly, taking the next step (more of a family/community focus) before the first step (school level awareness/reduction in sex biased practices) is consolidated, virtually dooms the "next step" to failure...or at least makes the improbablility of its success much more probable.

#3
Materials
Search

The third recommendation, following the lead of the survey respondents, is that the EGO Project Office provide a "search and review"service to find quality sex equity

---

[a] e.g. where the school's regular "career day" was merely "written up" as a sex equity activity without much work/thought/or commitment involved.

#3...

materials/activities that may be relevant to and effective in Hawaii's schools; possibly publishing the "top ten" materials/activities (by sex equity issue and/or vocatinal area) in a relevant newsletter, in addition to proseletyzing for the very best, in workshops, on technical assistance visits, etc.

#4
Revise Expectations

The fourth recommendation concerns project expectations. Since research has shown quite conclusively that "optimal" expectations are often just slightly higher than the level of our past success, we should probably reduce appreciably our expectations about (though not our goals for) nontraditional enrollment change.

One way to do this would be to provide each school with a small wall chart indicating their past and present nontraditional enrollment figures, by program and/or by course. In this way, a small improvement (indicative to the state or district) might be seen as a success, which, in fact, it would be, and hopefully, it would be a reinforcement for further improvement as well. Secondary reinforcement from the EGO Project, and newsletter recognitions, of course, would also be forth coming.

#5
Teacher "Consultants"

The fifth recommendation has to do with the limited use of teachers as sex equity consultants. Providing logistical difficulties could be overcome, the poeriodic use of teachers, and to a lesser extent, administrators and counselors, in a "consultant" capacity shold be considered, e.g. teachers who have discovered, invented, or modified some particularly effective sex equity material and/or activity might be called upon, on occassion, to co-present a workshop, to provide some technical ssistance to a sister (brother?) school, or indeed to assist in "troubleshooting" in an area of their expertise. They might even assist with the material search/review functions discussed in General Recommendatins #3. Proven sex equity expertise, at a high level, however, would have to be an absolute requirement.

#6
Careful Coalition

And finally, for recommendation six, it is recommended that the EGO Project Director, as well as the team members in the schools, begin to articulate with professionals concerned

#6... with increasing nontraditional enrollment in fields other than vocational education, e.g. science, elementary education, etc. Often they have similar problems and a similar shortage of resources, but however, they will be valuable allies in future interactions with the community, and with family members.

VI. ENROLLMENT

VI ENROLLMENT DATA

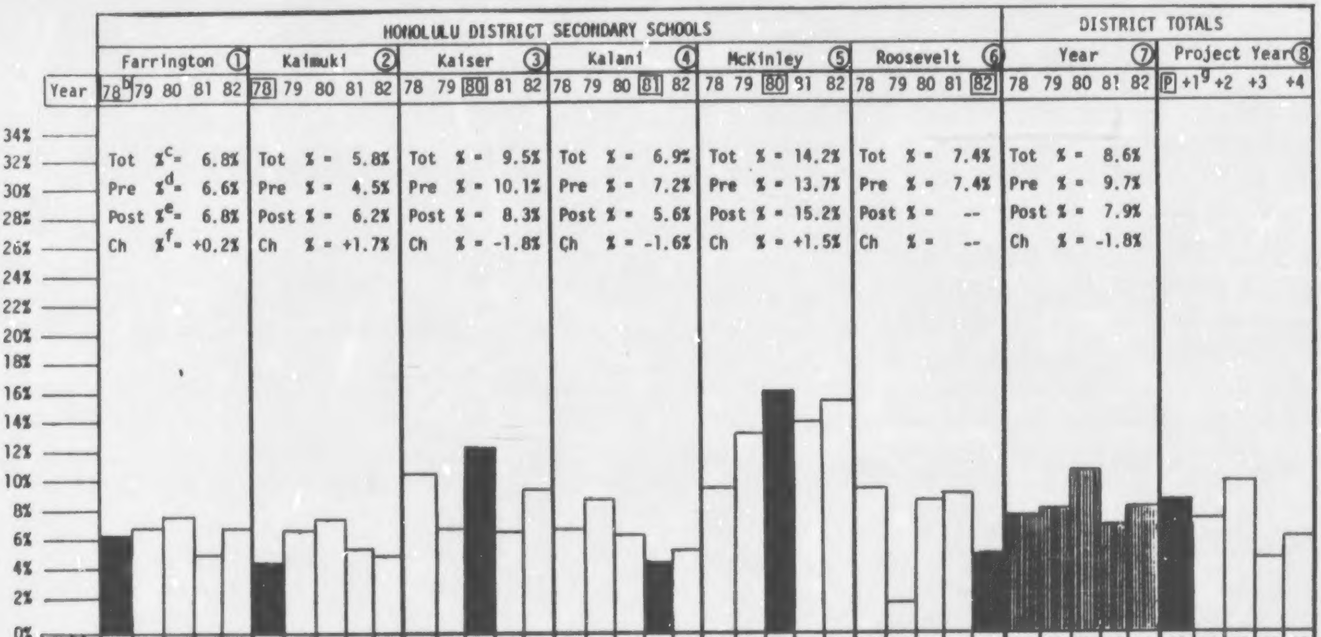
In this section, DOE Secondary Nontraditional Vocational Education Enrollment (A) and Consequent Community College Nontraditional Vocational Enrollment data of former DOE students (B) are presented, the former School District and the latter by both School District and Secondary School.

District	Page
Honolulu	285
Central	295
Leeward	305
Windward	315
Hawaii	325
Maui	337
Kauai	347

HONOLULU

Table A-1

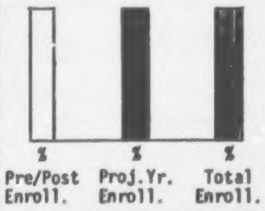
Total Non-Traditional Enrollment Data For a Selected Group of Vocational Education Courses[a] In HONOLULU DISTRICT Secondary Schools (1978-82)



	Farrington ①	Kaimuki ②	Kaiser ③	Kalani ④	McKinley ⑤	Roosevelt ⑥	Year ⑦
Tot %[c] =	6.8%	5.8%	9.5%	6.9%	14.2%	7.4%	8.6%
Pre %[d] =	6.6%	4.5%	10.1%	7.2%	13.7%	7.4%	9.7%
Post %[e] =	6.8%	6.2%	8.3%	5.6%	15.2%	--	7.9%
Ch %[f] =	+0.2%	+1.7%	-1.8%	-1.6%	+1.5%	--	-1.8%

	Year	Enrollment % Non-Trad.	Enrollment Non Σ	Enrollment Total	No. Schools[h]
Farrington ①	78	6.6%	54	816	
	79	6.9%	52	753	
	80	7.9%	54	680	
	81	5.3%	32	604	
	82	6.9%	46	662	
Kaimuki ②	78	4.5%	18	404	
	79	6.5%	25	386	
	80	7.8%	28	360	
	81	5.6%	21	372	
	82	4.9%	16	329	
Kaiser ③	78	11.0%	38	332	
	79	6.7%	24	358	
	80	13.0%	38	302	
	81	6.5%	15	230	
	82	10.0%	25	251	
Kalani ④	78	7.1%	24	336	
	79	9.3%	33	356	
	80	6.4%	21	327	
	81	4.4%	8	183	
	82	5.6%	11	196	
McKinley ⑤	78	10.0%	58	573	
	79	14.0%	75	546	
	80	17.0%	109	642	
	81	14.2%	53	372	
	82	16.0%	75	469	
Roosevelt ⑥	78	10.0%	29	279	
	79	2.0%	5	258	
	80	9.0%	32	357	
	81	9.4%	24	254	
	82	5.5%	14	256	
Year ⑦	78	8.0%	221	2740	
	79	8.1%	214	2443	
	80	11.0%	282	2668	
	81	7.6%	153	2015	
	82	8.6%	187	2163	
Project Year ⑧	P	9.2%	241	2603	6
	+1[g]	8.2%	156	1897	5
	+2	10.3%	182	1760	4
	+3	5.4%	53	976	2
	+4	6.3%	62	991	2

LEGEND

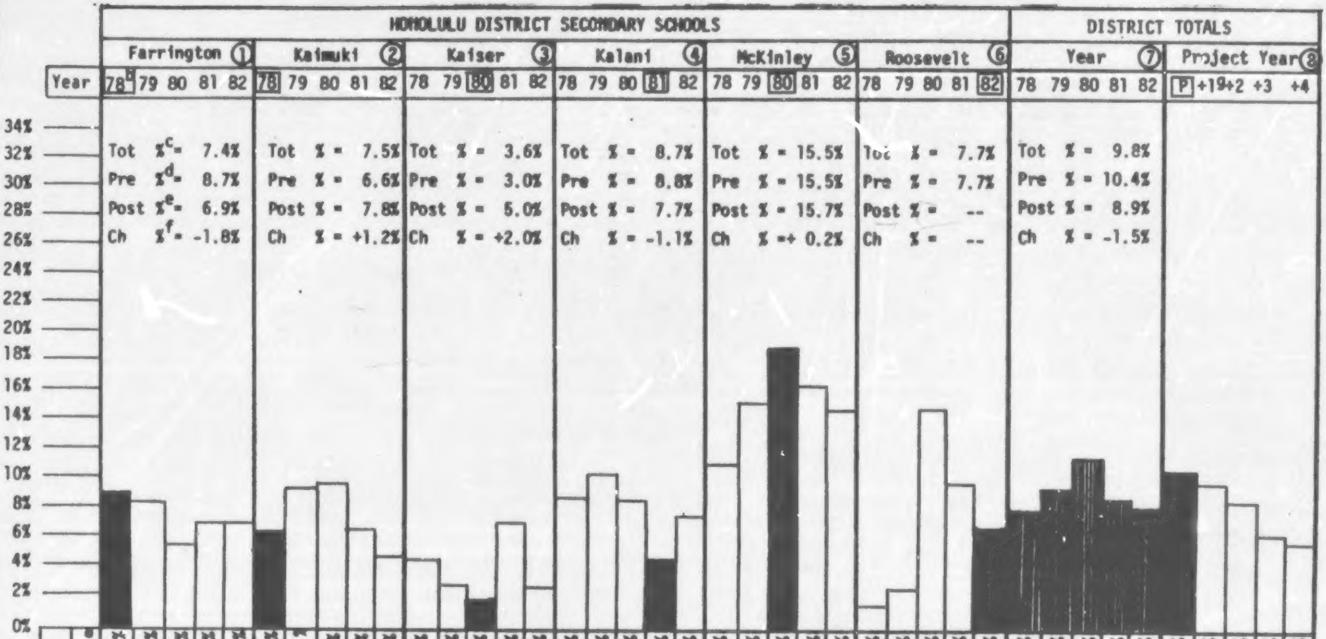


FOOTNOTES

a) Twenty-five courses with traditionally low (< 25%) male or female enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % nontraditional enrollment in these courses over the 5 year period (1978-82).
d) Total % nontraditional enrollment in these courses from 1978 up to and including the Project Year.
e) Total % nontraditional enrollment in theses courses from the year after the Project Year up to now including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % nontraditioanl enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.

Table A-2

Non-Traditional $\boxed{\text{MALE}}$ Enrollment Data
For a Selected Group of Vocational Education Courses[a]
In HONOLULU DISTRICT Secondary Schools (1978-82)



	Tot	Pre	Post	Ch
Farrington ①	%[c] = 7.4%	%[d] = 8.7%	%[e] = 6.9%	%[f] = -1.8%
Kaimuki ②	% = 7.5%	% = 6.6%	% = 7.8%	% = +1.2%
Kaiser ③	% = 3.6%	% = 3.0%	% = 5.0%	% = +2.0%
Kalani ④	% = 8.7%	% = 8.8%	% = 7.7%	% = -1.1%
McKinley ⑤	% = 15.5%	% = 15.5%	% = 15.7%	% =+ 0.2%
Roosevelt ⑥	% = 7.7%	% = 7.7%	% = --	% = --
Year ⑦	% = 9.8%	% = 10.4%	% = 8.9%	% = -1.5%

	Year	Enrollment % Male	Enrollment Male	Enrollment Total	No. Schools[h]
Farrington ①	$\boxed{78}$[b]	8.7%	39	449	
	79	8.1%	34	421	
	80	5.5%	19	344	
	81	6.9%	20	291	
	82	6.9%	21	303	
Kaimuki ②	$\boxed{78}$	6.6%	17	256	
	79	9.6%	22	229	
	80	9.8%	20	205	
	81	6.4%	13	202	
	82	4.5%	7	155	
Kaiser ③	78	4.3%	5	115	
	79	2.7%	4	146	
	$\boxed{80}$	2.0%	2	100	
	81	7.2%	6	83	
	82	2.6%	2	77	
Kalani ④	78	9.2%	23	250	
	79	10.3%	30	290	
	80	9.0%	20	223	
	$\boxed{81}$	4.5%	6	134	
	82	7.7%	11	142	
McKinley ⑤	78	11.3%	56	496	
	79	15.4%	72	468	
	$\boxed{80}$	19.2%	108	562	
	81	16.6%	51	307	
	82	14.7%	47	319	
Roosevelt ⑥	78	1.5%	2	132	
	79	2.5%	3	118	
	80	14.8%	26	176	
	81	10.1%	12	119	
	$\boxed{82}$	6.9%	7	102	
Year ⑦	78	8.4%	142	1698	
	79	9.9%	165	1672	
	80	12.1%	195	1610	
	81	9.5%	108	1136	
	82	8.7%	95	1098	
Project Year ⑧	$\boxed{P}$	11.2%	179	1603	6
	+1[g]	10.2%	120	1182	5
	+2	9.3%	88	945	4
	+3	6.7%	33	493	2
	+4	6.1%	28	458	2

LEGEND

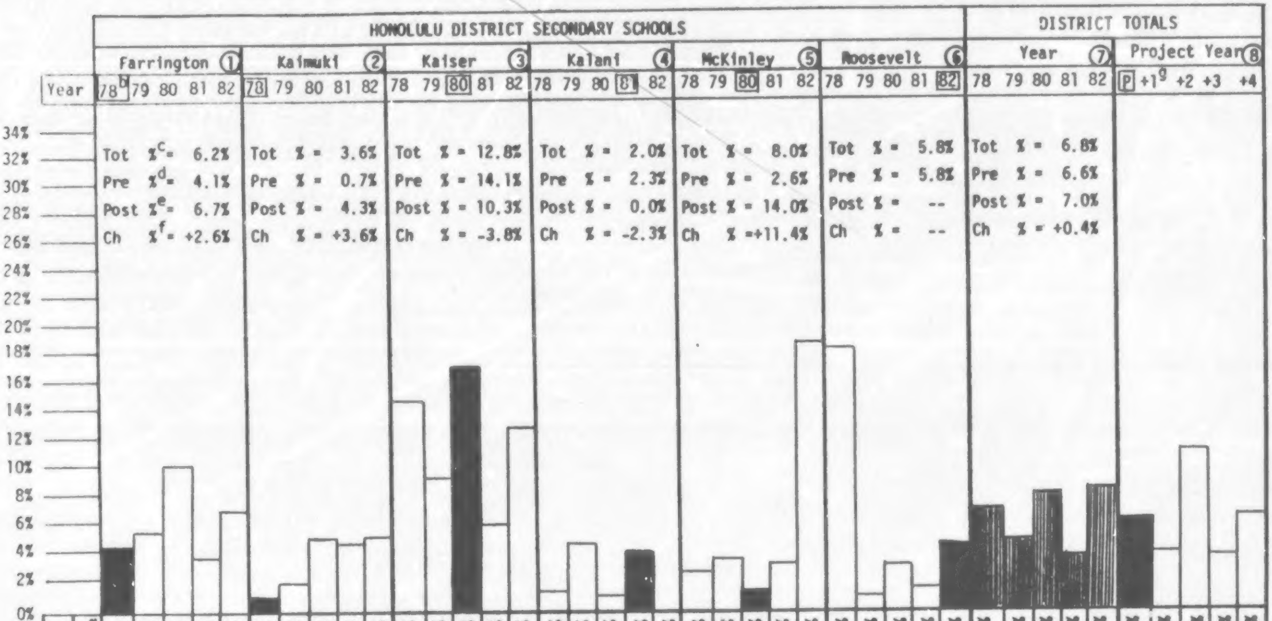
□	■	▨
% Pre/Post Enroll.	% Proj.Yr. Enroll.	% Total Enroll.

FOOTNOTES

a) Twelve courses with traditionally low (< 25%) male enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % male enrollment in these courses over the 5 year period (1978-82).
d) Total % male enrollment in these courses from 1978 up to and including the Project Year.
e) Total % male enrollment in these courses from the year after the Project Year up to now including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % male enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.

Table A-3

Non-Traditional FEMALE Enrollment Data
For a Selected Group of Vocational Education Courses[a]
In HONOLULU DISTRICT Secondary Schools (1978-82)



Farrington ①
Tot %[c] = 6.2%
Pre %[d] = 4.1%
Post %[e] = 6.7%
Ch %[f] = +2.6%

Kaimuki ②
Tot % = 3.6%
Pre % = 0.7%
Post % = 4.3%
Ch % = +3.6%

Kaiser ③
Tot % = 12.8%
Pre % = 14.1%
Post % = 10.3%
Ch % = -3.8%

Kalani ④
Tot % = 2.0%
Pre % = 2.3%
Post % = 0.0%
Ch % = -2.3%

McKinley ⑤
Tot % = 8.0%
Pre % = 2.6%
Post % = 14.0%
Ch % =+11.4%

Roosevelt ⑥
Tot % = 5.8%
Pre % = 5.8%
Post % = --
Ch % = --

Year ⑦
Tot % = 6.8%
Pre % = 6.6%
Post % = 7.0%
Ch % = +0.4%

	Farrington ①					Kaimuki ②				
Year	$\boxed{78}$[b]	79	80	81	82	$\boxed{78}$	79	80	81	82
Enrollment % Female	4.1%	5.4%	10.4%	3.8%	7.0%	0.7%	1.9%	5.2%	4.7%	5.2%
Enrollment Female	15	18	35	12	25	1	3	8	8	9
Enrollment Total	367	332	336	313	359	148	157	155	170	174

	Kaiser ③					Kalani ④				
Year	78	79	$\boxed{80}$	81	82	78	79	80	$\boxed{81}$	82
Enrollment % Female	15.2%	9.4%	17.8%	6.1%	13.2%	1.2%	4.5%	1.0%	4.1%	.0%
Enrollment Female	33	20	36	9	23	1	3	1	2	0
Enrollment Total	217	212	202	147	174	86	66	104	49	54

	McKinley ⑤					Roosevelt ⑥				
Year	78	79	$\boxed{80}$	81	82	78	79	80	81	$\boxed{82}$
Enrollment % Female	2.6%	3.8%	1.3%	3.1%	18.7%	18.4%	1.4%	3.3%	1.5%	4.5%
Enrollment Female	2	3	1	2	28	27	2	6	2	7
Enrollment Total	77	78	80	65	150	147	140	181	135	154

	Year ⑦					Project Year ⑧				
Year	78	79	80	81	82	$\boxed{P}$	+1[g]	+2	+3	+4
Enrollment % Female	7.6%	5.0%	8.2%	4.0%	8.6%	6.2%	4.2%	11.5%	4.1%	6.4%
Enrollment Female	79	49	87	35	92	62	32	94	20	34
Enrollment Total	1042	985	1058	879	1065	1000	755	815	483	533
No. Schools[h]						6	5	4	2	2

LEGEND		
▯	■	▥
% Pre/Post Enroll.	% Proj.Yr. Enroll.	% Total Enroll.

FOOTNOTES

a) Thirteen courses with traditionally low (< 25%) female enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % female enrollment in these courses over the 5 year period (1978-82).
d) Total % female enrollment in these courses from 1978 up to and including the Project Year.
e) Total % female enrollment in these courses from the year after the Project Year up to now including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % female enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.

Table B-1

Number and Percentage of Former HONOLULU DISTRICT Secondary Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982 By HONOLULU DISTRICT SCHOOLS

HONOLULU DISTRICT SECONDARY SCHOOLS

NON-TRADITIONAL VOC ED AREAS			Farrington			Kaimuki			Kaiser			Kalani			McKinley			Roosevelt			DISTRICT TOTALS		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	0	0	0	0	0	3.1	0	0	0	0	0	0	0	0	2.0	0	0	0	0	0	1.0
		N	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2
		Tot	38	82	61	25	40	32	7	12	13	17	26	22	34	56	49	15	18	20	136	234	197
	Health Science	%	16.7	6.7	6.3	0	12.5	42.9	0	0	0	12.5	14.3	20.0	7.1	25.0	0	0	0	16.7	7.1	10.4	14.0
		N	2	1	1	0	1	3	0	0	0	1	1	2	1	2	0	0	0	1	4	5	7
		Tot	12	15	16	12	8	7	1	5	6	8	7	10	14	8	5	9	5	6	56	48	50
	Public Service	%	8.7	4.8	5.6	0	3.7	3.7	33.3		0	0	16.7	7.1	9.3	7.7	8.3	15.8	0	13.3	8.1	5.6	6.9
		N	4	2	2	0	1	1	1		0	0	1	1	4	3	3	3	0	2	12	7	9
		Tot	46	42	36	31	27	27	3		2	7	6	14	43	39	36	19	12	15	149	126	130
	Trades/Tech.	%	5.9	11.1	5.6	0	11.1	0	0	0	14.3	33.3	0	0	0	0	6.3	0	0	0	3.1	4.5	5.0
		N	1	2	1	0	1	0	0	0	1	1	0	~~0~~	0	0	1	0	0	0	2	3	3
		Tot	17	18	18	14	9	9	3	3	7	3	7	6	23	20	16	5	9	4	65	66	60
	TOTAL MALE NON-TRAD.	%	6.2	3.2	3.1	0	3.6	6.7	7.1	0	3.6	5.7	4.3	5.8	4.4	4.1	4.7	6.3	0	6.7	4.4	3.2	4.8
		N	7	5	4	0	3	5	1	0	1	2	2	3	5	5	5	3	0	3	18	15	21
		Tot	113	157	131	82	84	75	14	20	28	35	46	52	114	123	106	48	44	45	406	474	437
FEMALE NON-TRAD. AREAS	Agriculture	%	0	16.7	16.7	0	16.7		0		0	0	33.3	50.0	0	0	0	33.3	0	0	7.1	16.7	16.7
		N	0	1	1	0	1		0		0	0	1	1	0	0	0	1	0	0	1	3	2
		Tot	5	6	6	2	6		2		1	1	3	2	1	1	1	3	2	2	14	18	12
	Public Service	%	17.9	18.9	21.4	12.0	9.1	13.3	0	0	0	12.5	41.7	21.4	10.0	4.2	18.2	12.5	15.8	20.0	13.0	15.4	18.9
		N	7		6	3	2	2	0	0	0	1	5	3	3	1	4	2	3	3	16	18	18
		Tot	39	37	28	25	22	15	5	3	1	8	12	14	30	24	22	16	19	15	123	117	95
	Technical	%	7.5	2.9	8.6	3.9	3.7	2.8	0	12.5	0	4.3	3.6	10.7	4.3	5.9	5.9	17.5	13.8	3.7	6.7	6.3	6.2
		N	4	2	8	2	2	2	0	2	0	2	2	6	2	4	4	7	8	2	17	20	22
		Tot	53	68	93	51	54	72	18	16	10	46	56	56	47	68	68	40	58	54	255	320	353
	Trades/Tech.	%	4.2	3.7	4.2	3.4	7.9	5.5	0	0	0	7.2	7.0	2.9	7.5	8.3	4.7	6.3	1.4	8.6	5.2	5.7	4.7
		N	7	6	8	5	10	7	0	0	0	5	5	2	11	13	7	5	1	6	33	35	30
		Tot	168	162	189	149	126	128	21	26	29	69	71	69	146	156	150	79	72	70	632	613	635
	TOTAL FEMALE NON-TRAD.	%	6.8	5.9	7.3	4.4	7.2	5.1	0	4.4	0	6.5	9.2	8.5	7.1	7.2	6.2	10.9	7.9	7.8	6.5	7.1	6.6
		N	18	16	23	10	15	11	0	2	0	8	13	12	16	18	15	15	12	11	67	76	72
		Tot	265	273	316	227	208	215	46	45	41	124	142	141	224	249	241	138	151	141	1024	1068	1095
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	6.6	4.9	6.0	3.2	6.2	5.5	1.7	3.1	1.4	6.3	8.0	7.8	6.2	6.2	5.8	9.7	6.2	7.5	5.9	5.9	6.1
		N	25	21	27	10	18	16	1	2	1	10	15	15	21	23	20	18	12	14	85	91	93
		Tot	378	430	447	309	292	290	60	65	69	159	188	193	338	372	347	186	195	186	1430	1542	1532

Table B-2

Number and Percentage of Former Farrington High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	0	0	0	0	0	0	0	0		0	0	0	0				0		0	0	0
		N	0	0	0	0	0	0	0	0		0	0	0	0				0		0	0	0
		Tot	5	34	21	25	41	35	1	2		5	4	5	2				1		38	82	61
	Health Science	%				18.2	7.1	6.7									0	0	0		16.7	6.7	6.3
		N				2	1	1									0	0	0		2	1	1
		Tot				11	14	15									1	1	1		12	15	16
	Public Service	%	9.5	5.4	3.3	0	0	16.7													8.7	4.8	5.6
		N	4	2	1	0	0	1													4	2	2
		Tot	42	37	30	4	5	6													46	42	36
	Trades/Tech.	%	5.9	11.1	5.6																5.9	11.1	5.6
		N	1	2	1																1	2	1
		Tot	17	18	18																17	18	18
	TOTAL MALE NON-TRAD.	%	7.8	4.5	2.9	5.0	1.7	3.6	0	0		0	0	0	0		0	0	0		6.2	3.2	3.1
		N	5	4	2	2	1	2	0	0		0	0	0	0		0	0	0		7	5	4
		Tot	64	89	69	40	60	56	1	2		5	4	5	2		1	1	2		113	157	131
FEMALE NON-TRAD. AREAS	Agriculture	%										0	0	0		33.3	25.0				0	16.7	16.7
		N										0	0	0		1	1				0	1	1
		Tot										5	3	2		3	4				5	6	6
	Public Service	%	18.4	19.4	21.4													0	0		17.9	18.9	21.4
		N	7	7	6													0	0		7	7	6
		Tot	38	36	28													1	1		39	37	28
	Technical	%	7.5	2.9	8.6																7.5	2.9	8.6
		N	4	2	8																4	2	8
		Tot	53	68	93																53	68	93
	Trades/Tech.	%	3.4	2.8	4.3							9.1	9.5	3.8			0	0			4.2	3.7	4.2
		N	5	4	7							2	2	1			0	0			7	6	8
		Tot	145	141	161							22	21	26			2	1			168	162	189
	TOTAL FEMALE NON-TRAD.	%	6.8	5.3	7.4							7.4	8.3	3.6		33.3	16.7	0	0		6.8	5.9	7.3
		N	16	13	21							2	2	1		1	1	0	0		18	16	23
		Tot	236	245	282							27	24	28		3	6	2	1		265	273	316
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	7.0	5.1	6.6	5.0	1.7	3.6	0	0		6.3	7.1	3.0	0	33.3	14.3	0	0		6.6	4.9	6.0
		N	21	17	23	2	1	2	0	0		2	2	1	0	1	1	0	0		25	21	27
		Tot	300	334	351	40	60	56	1	2		32	28	33	2	3	7	3	3		378	430	447

Table B-3

Number and Percentage of Former Kaimuki High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0	0	0	0	3.6		0	0	0	0	0					0		0	0	3.1
		N		0	0	0	0	1		0	0	0	0	0					0		0	0	1
		Tot		2	1	23	32	28		1	1	2	4	2					1		25	40	32
	Health Science	%				0	12.5	42.9													0	12.5	42.9
		N				0	1	3													0	1	3
		Tot				12	8	7													12	8	7
	Public Service	%	0	5.0	5.9	0	0	0													0	3.7	3.7
		N	0	1	1	0	0	0													0	1	1
		Tot	24	20	17	7	7	10													31	27	27
	Trades/Tech.	%	0	11.1	0				0												0	11.1	0
		N	0	1	0				0												0	1	0
		Tot	13	9	9				1												14	9	9
	TOTAL MALE NON-TRAD.	%	0	6.5	3.7	0	2.1	8.9	0	0	0	0	0	0					0		0	3.6	6.7
		N	0	2	1	0	1	4	0	0	0	0	0	0					0		0	3	5
		Tot	37	31	27	42	47	45	1	1	1	2	4	2					1		82	84	75
FEMALE NON-TRAD. AREAS	Agriculture	%								0		0	0			33.3					0	16.7	
		N								0		0	0			1					0	1	
		Tot								1		2	2			3					2	6	
	Public Service	%	12.5	9.1	14.3												0	0			12.0	9.1	13.3
		N	3	2	2												0	0			3	2	2
		Tot	24	22	14												1	1			25	22	15
	Technical	%	3.9	3.7	2.8																3.9	3.7	2.8
		N	2	2	2																2	2	2
		Tot	51	54	72																51	54	72
	Trades/Tech.	%	3.5	6.8	3.3							0	28.6	42.9				0	0		3.4	7.9	5.5
		N	5	8	4							0	2	3				0	0		5	10	7
		Tot	142	118	121							6	7	7				1	1		149	126	128
	TOTAL FEMALE NON-TRAD.	%	4.6	6.2	3.9					0		0	22.2	42.9		33.3	0	0	0		4.4	7.2	5.1
		N	10	12	8					0		0	2	3		1	0	0	0		10	15	11
		Tot	217	194	207					1		8	9	7		3	1	2	1		227	208	215
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	3.9	6.2	3.8	0	2.1	8.9	0	0	0	0	15.4	33.3		33.3	0	0	0		3.2	6.2	5.5
		N	10	14	9	0	1	4	0	0	0	0	2	3		1	0	0	0		10	18	16
		Tot	254	225	234	42	47	45	1	2	1	10	13	9		3	1	2	2		309	292	290

Table B-4

Number and Percentage of Former Kaiser High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	0	0	0	0	0	0													0	0	0
		N	0	0	0	0	0	0													0	0	0
		Tot	1	2	3	6	10	10													7	12	13
	Health Science	%				0	0	0													0	0	0
		N				0	0	0													0	0	0
		Tot				1	5	6													1	5	6
	Public Service	%	0		0	100.0															33.3		0
		N	0		0	1															1		0
		Tot	2		2	1															3		2
	Trades/Tech.	%	0	0	14.3																0	0	14.3
		N	0	0	1																0	0	1
		Tot	3	3	7																3	3	7
	TOTAL MALE NON-TRAD.	%	0	0	8.3	12.5	0	0													7.1	0	3.6
		N	0	0	1	1	0	0													1	0	1
		Tot	6	5	12	8	15	16													14	20	28
FEMALE NON-TRAD. AREAS	Agriculture	%										0		0	0						0		0
		N										0		0	0						0		0
		Tot										1		1	1						2		1
	Public Service	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	5	3	1																5	3	1
	Technical	%	0	12.5	0																0	12.5	0
		N	0	2	0																0	2	0
		Tot	18	16	10																18	16	10
	Trades/Tech.	%	0	0	0				0	0				0					0		0	0	0
		N	0	0	0				0	0				0					0		0	0	0
		Tot	20	23	27				1	2				2					1		21	26	29
	TOTAL FEMALE NON-TRAD.	%	0	4.8	0				0	0		0		0	0				0		0	4.4	0
		N	0	2	0				0	0		0		0	0				0		0	2	0
		Tot	43	42	38				1	2		1		3	1				1		46	45	41
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	0	4.3	2.[illegible]	12.5	0	0	0	0		0		0	0				0		1.7	3.1	1.4
		N	0	2	1	1	0	0	0	0		0		0	0				0		1	2	1
		Tot	49	47	50	8	15	16	1	2		[illegible]		3	1				1		60	65	69

Table B-5

Number and Percentage of Former Kalani High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	0	0	0	0	0	0					0		0						0	0	0
		N	0	0	0	0	0	0					0		0						0	0	0
		Tot	1	7	6	15	18	16					1		1						17	26	22
	Health Science	%				16.7	14.3	25.0							0		0				12.5	14.3	20.0
		N				1	1	2							0		0				1	1	2
		Tot				6	7	8							2		2				8	7	10
	Public Service	%	0	0	0	0	25.0	25.0									0				0	16.7	7.1
		N	0	0	0	0	1	1									0				0	1	1
		Tot	5	2	9	2	4	4									1				7	6	14
	Trades/Tech.	%	33.3	0	0																33.3	0	0
		N	1	0	0																1	0	0
		Tot	3	7	6																3	7	6
	TOTAL MALE NON-TRAD.	%	11.1	0	0	4.3	6.9	10.7					0		0		0				5.7	4.3	5.8
		N	1	0	0	1	2	3					0		0		0				2	2	3
		Tot	9	16	21	23	29	28					1		3		3				35	46	52
FEMALE NON-TRAD. AREAS	Agriculture	%										0	50.0	100.0		0	0				0	33.3	50.0
		N										0	1	1		0	0				0	1	1
		Tot										1	2	1		1	1				1	3	2
	Public Service	%	12.5	41.7	21.4																12.5	41.7	21.4
		N	1	5	3																1	5	3
		Tot	8	12	14																8	12	14
	Technical	%	4.3	3.6	10.7																4.3	3.6	10.7
		N	2	2	6																2	2	6
		Tot	46	56	56																46	56	56
	Trades/Tech.	%	6.2	7.4	3.1							33.3	0	0				0			7.2	7.0	2.9
		N	4	5	2							1	0	0				0			5	5	2
		Tot	65	68	65							3	3	4				1			69	71	69
	TOTAL FEMALE NON-TRAD.	%	5.9	8.8	8.1							25.0	20.0	25.0		0	0	0			6.5	9.2	8.5
		N	7	12	11							1	1	1		0	0	0			8	13	12
		Tot	119	136	135							4	5	5		1	1	1			124	142	141
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	6.3	7.9	7.1	4.3	6.9	10.7				25.0	16.7	20.0	0	0	0	0			6.3	8.0	7.8
		N	8	12	11	1	2	3				1	1	1	0	0	0	0			10	15	15
		Tot	128	152	156	23	29	28				4	6	5	3	1	4	1			159	188	193

Table B-6

Number and Percentage of Former McKinley High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	0	0	25.0	0	0	0		0	0	0		0					0		0	0	2.0
		N	0	0	1	0	0	0		0	0	0		0					0		0	0	1
		Tot	4	5	4	29	46	37		3	4	1		4					2		34	56	49
	Health Science	%				7.7	25.0	0							0					0	7.1	25.0	0
		N				1	2	0							0					0	1	2	0
		Tot				13	8	4							1					1	14	8	5
	Public Service	%	8.8	6.9	3.6	12.5	10.0	25.0							0						9.3	7.7	8.3
		N	3	2	1	1	1	2							0						4	3	3
		Tot	34	29	28	8	10	8							1						43	39	36
	Trades/Tech.	%	0	0	6.3																0	0	6.3
		N	0	0	1																0	0	1
		Tot	23	20	16																23	20	16
	TOTAL MALE NON-TRAD.	%	4.9	3.7	6.3	4.0	4.7	4.1		0	0	0		0	0				0	0	4.4	4.1	4.7
		N	3	2	3	2	3	2		0	0	0		0	0				0	0	5	5	5
		Tot	61	54	48	50	64	49		3	4	1		4	2				2	1	114	123	106
FEMALE NON-TRAD. AREAS	Agriculture	%										0				0	0				0	0	0
		N										0				0	0				0	0	0
		Tot										1				1	1				1	1	1
	Public Service	%	10.0	4.2	18.2																10.0	4.2	18.2
		N	3	1	4																3	1	4
		Tot	30	24	22																30	24	22
	Technical	%	4.3	5.9	5.9																4.3	5.9	5.9
		N	2	4	4																2	4	4
		Tot	47	68	68																47	68	68
	Trades/Tech.	%	7.0	8.5	4.3				0			14.3	6.7	9.1						0	7.5	8.3	4.7
		N	9	12	6				0			2	1	1						0	11	13	7
		Tot	129	141	138				3			14	15	11						1	146	156	150
	TOTAL FEMALE NON-TRAD.	%	6.8	7.3	6.1				0			13.3	6.7	9.1		0	0			0	7.1	7.2	6.2
		N	14	17	14				0			2	1	1		0	0			0	16	18	15
		Tot	206	233	228				3			15	15	11		1	1			1	224	249	241
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	6.4	6.6	6.2	4.0	4.7	4.1	0	0	0	12.5	6.7	6.7	0	0	0		0	0	6.2	6.2	5.8
		N	17	19	17	2	3	2	0	0	0	2	1	1	0	0	0		0	0	21	23	20
		Tot	267	287	276	50	64	49	3	3	4	16	15	15	2	1	1		2	2	338	372	347

Table B-7

Number and Percentage of Former Roosevelt High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0	0	0	0	0				0	0	0							0	0	0
		N		0	0	0	0	0				0	0	0							0	0	0
		Tot		1	1	13	16	16				2	1	3							15	18	20
	Health Science	%				0	0	0									100.0				0	0	16.7
		N				0	0	0									1				0	0	1
		Tot				9	5	5									1				9	5	6
	Public Service	%	16.7	0	10.0	0	0	25.0									0				15.8	0	13.3
		N	3	0	1	0	0	1									0				3	0	2
		Tot	18	11	10	1	1	4									1				19	12	15
	Trades/Tech.	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	5	9	4																5	9	4
	TOTAL MALE NON-TRAD.	%	13.0	0	6.7	0	0	4.0				0	0	0			50.0				6.3	0	6.7
		N	3	0	1	0	0	1				0	0	0			1				3	0	3
		Tot	23	21	15	23	22	25				2	1	3			2				48	44	45
FEMALE NON-TRAD. AREAS	Agriculture	%							0		0	100.0	0	0							33.3	0	0
		N							0		0	1	0	0							1	0	0
		Tot							2		1	1	2	1							3	2	2
	Public Service	%	12.5	15.8	20.0																12.5	15.8	20.0
		N	2	3	3																2	3	3
		Tot	16	19	15																16	19	15
	Technical	%	17.5	13.8	3.7																17.5	13.8	3.7
		N	7	8	2																7	8	2
		Tot	40	58	54																40	58	54
	Trades/Tech.	%	6.8	1.5	7.7							0	0	0			100.0				6.3	1.4	8.6
		N	5	1	5							0	0	0			1				5	1	6
		Tot	73	67	65							6	5	4			1				79	72	70
	TOTAL FEMALE NON-TRAD.	%	10.9	8.3	7.5				0		0	14.3	0	0			100.0				10.9	7.9	7.8
		N	14	12	10				0		0	1	0	0			1				15	12	11
		Tot	129	144	134				2		1	7	7	5			1				138	151	141
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	11.2	7.3	7.4	0	0	4.0	0		0	11.1	0	0			66.7				9.7	6.2	7.5
		N	17	12	11	0	0	1	0		0	1	0	0			2				18	12	14
		Tot	152	165	149	23	22	25	2		1	9	8	8			3				186	195	186

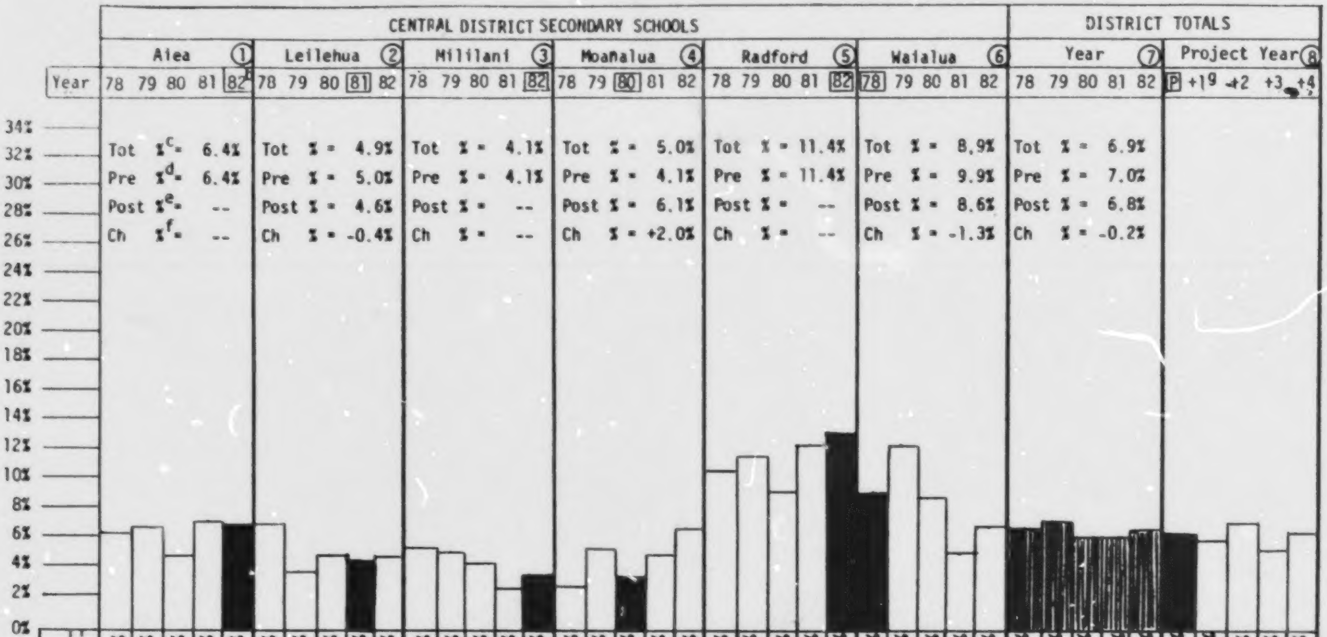
385

86

CENTRAL

Table A-4

Total Non-Traditional Enrollment Data
For a Selected Group of Vocational Education Courses[a]
In CENTRAL DISTRICT Secondary Schools (1978-82)



	Aiea	Leilehua	Mililani	Moanalua	Radford	Waialua	Year
Tot %	6.4%[c]	4.9%	4.1%	5.0%	11.4%	8.9%	6.9%
Pre %	6.4%[d]	5.0%	4.1%	4.1%	11.4%	9.9%	7.0%
Post %	--[e]	4.6%	--	6.1%	--	8.6%	6.8%
Ch %	--[f]	-0.4%	--	+2.0%	--	-1.3%	-0.2%

Enrollment	Aiea 78	79	80	81	82	Leilehua 78	79	80	81	82	Mililani 78	79	80	81	82	Moanalua 78	79	80	81	82
% Non-Trad	6.4%	6.6%	5.0%	7.4%	6.7%	6.7%	3.9%	5.2%	4.3%	4.6%	5.5%	4.8%	4.2%	2.5%	3.8%	2.7%	5.7%	3.6%	5.3%	6.6%
Non T.	21	20	11	14	12	22	14	19	14	20	10	11	9	6	7	9	24	13	20	34
Total	326	303	221	190	180	327	363	363	328	435	181	229	212	242	184	331	423	357	379	512

Enrollment	Radford 78	79	80	81	82	Waialua 78	79	80	81	82	Year 78	79	80	81	82	Project Year P	+1	+2	+3	+4
% Non-Trad	11.0%	12.0%	9.7%	12.6%	13.5%	9.9%	12.6%	9.3%	5.5%	7.1%	7.4%	7.7%	6.3%	6.3%	6.9%	6.7%	6.6%	7.5%	5.5%	7.1%
Non T.	57	62	38	38	35	23	28	24	13	17	142	159	114	105	125	104	68	58	13	17
Total	528	533	390	301	260	233	222	258	235	238	1926	2073	1801	1675	1809	1542	1036	770	235	238
No. Schools[h]																5	3	2	1	1

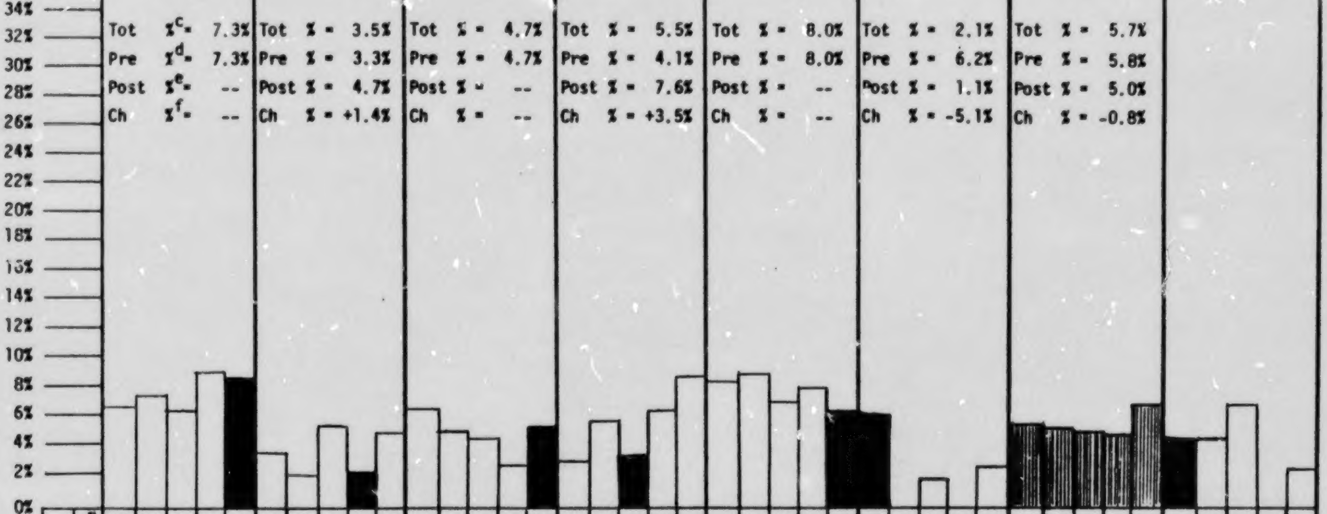
LEGEND		
☐	■	▨
% Pre/Post Enroll.	% Proj.Yr. Enroll.	% Total Enroll.

FOOTNOTES

a) Twenty-five courses with traditionally low (< 25%) male or female enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % nontraditional enrollment in these courses over the 5 year period (1978-82).
d) Total % nontraditional enrollment in these courses from 1978 up to and including the Project Year.
e) Total % nontraditional enrollment in these courses from the year after the Project Year up to now including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % nontraditional enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon which the Project?Post Project Year enrollment data are based.

Table A-5

Non-Traditional MALE Enrollment Data
For a Selected Group of Vocational Education Courses[a]
In CENTRAL DISTRICT Secondary Schools (1978-82)



CENTRAL DISTRICT SECONDARY SCHOOLS

	Aiea ①					Leilehua ②				
Year	78	79	80	81	$\boxed{82}$[b]	78	79	80	$\boxed{81}$	82
Tot	%[c] = 7.3%					% = 3.5%				
Pre	%[d] = 7.3%					% = 3.3%				
Post	%[e] = --					% = 4.7%				
Ch	%[f] = --					% = +1.4%				
Enrollment % Male	6.5%	7.3%	6.3%	8.8%	8.3%	3.7%	2.0%	5.6%	2.0%	4.7%
Enrollment Male	20	19	11	14	12	7	5	13	4	8
Enrollment Total	307	262	175	159	144	188	252	233	200	172

	Mililani ③					Moanalua ④				
Year	78	79	80	81	$\boxed{82}$	78	79	$\boxed{80}$	81	82
Tot	% = 4.7%					% = 5.5%				
Pre	% = 4.7%					% = 4.1%				
Post	% = --					% = 7.6%				
Ch	% = --					% = +3.5%				
Enrollment % Male	6.2%	5.2%	4.5%	2.7%	5.3%	3.1%	5.9%	3.1%	6.3%	8.8%
Enrollment Male	10	11	8	6	7	9	17	7	16	24
Enrollment Total	162	210	177	221	133	286	288	229	253	272

	Radford ⑤					Waialua ⑥				
Year	78	79	80	81	$\boxed{82}$	$\boxed{78}$	79	80	81	82
Tot	% = 8.0%					% = 2.1%				
Pre	% = 8.0%					% = 6.2%				
Post	% = --					% = 1.1%				
Ch	% = --					% = -5.1%				
Enrollment % Male	8.2%	8.7%	7.7%	8.1%	6.2%	6.2%	.0%	2.0%	.0%	2.4%
Enrollment Male	32	33	22	16	10	5	0	2	0	2
Enrollment Total	389	380	284	198	162	81	83	100	86	83

DISTRICT TOTALS

	Year ⑦					Project Year ⑧				
Year	78	79	80	81	82	$\boxed{P}$	+1[g]	+2	+3	+4
Tot	% = 5.7%									
Pre	% = 5.8%									
Post	% = 5.0%									
Ch	% = -0.8%									
Enrollment % Male	5.9%	5.8%	5.3%	5.0%	6.5%	4.7%	4.7%	7.0%	.0%	2.4%
Enrollment Male	83	85	63	56	63	45	24	26	0	2
Enrollment Total	1413	1475	1198	1117	966	949	508	372	86	83
No. Schools[h]						5	3	2	1	1

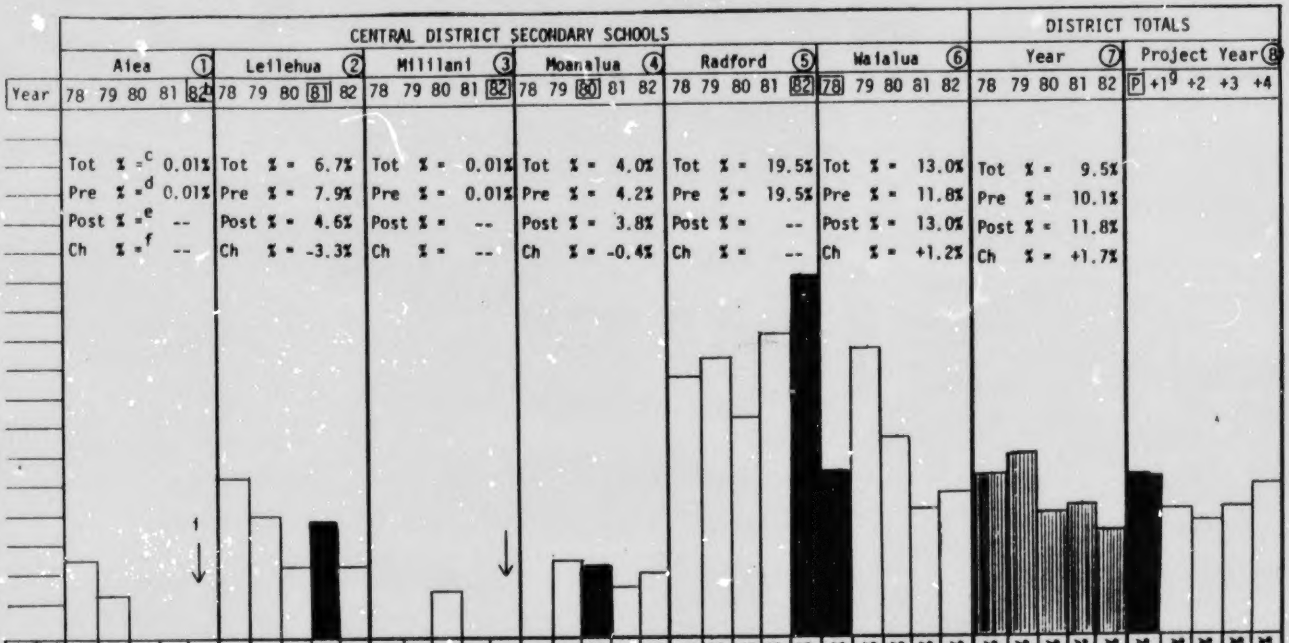
LEGEND		
□	■	▥
% Pre/Post Enroll.	% Proj.Yr. Enroll.	% Total Enroll.

FOOTNOTES

a) Twelve courses with traditionally low (< 25%) male enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % male enrollment in these courses over the 5 year period (1978-82).
d) Total % male enrollment in these courses from 1978 up to and including the Project Year.
e) Total % male enrollment in these courses from the year after the Project Year up to now including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % male enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.

Table A-6

Non-Traditional FEMALE Enrollment Data
For a Selected Group of Vocational Education Courses[a]
In CENTRAL DISTRICT Secondary Schools (1978-82)



CENTRAL DISTRICT SECONDARY SCHOOLS

Aiea ①

Tot % =[c] 0.01%
Pre % =[d] 0.01%
Post % =[e] --
Ch % =[f] --

Year	78	79	80	81	$\boxed{82}$[b]
% Female	5.3%	2.4%	.0%	.0%	.0%
Female	1	1	0	0	0
Total	19	41	46	31	36

Leilehua ②

Tot % = 6.7%
Pre % = 7.9%
Post % = 4.6%
Ch % = -3.3%

Year	78	79	80	$\boxed{81}$	82
% Female	10.6%	8.1%	4.6%	7.8%	4.6%
Female	15	9	6	10	12
Total	139	111	130	128	263

Mililani ③

Tot % = 0.01%
Pre % = 0.01%
Post % = --
Ch % = --

Year	78	79	80	81	$\boxed{82}$
% Female	.0%	.0%	2.9%	.0%	.0%
Female	0	0	1	0	0
Total	19	19	35	21	51

Moanalua ④

Tot % = 4.0%
Pre % = 4.2%
Post % = 3.8%
Ch % = -0.4%

Year	78	79	$\boxed{80}$	81	82
% Female	.0%	5.2%	4.7%	3.2%	4.2%
Female	0	7	6	4	10
Total	45	135	128	126	240

Radford ⑤

Tot % = 19.5%
Pre % = 19.5%
Post % = --
Ch % = --

Year	78	79	80	81	$\boxed{82}$
% Female	18.0%	19.0%	15.1%	21.4%	25.5%
Female	25	29	16	22	25
Total	139	153	106	103	98

Waialua ⑥

Tot % = 13.0%
Pre % = 11.8%
Post % = 13.0%
Ch % = +1.2%

Year	$\boxed{78}$	79	80	81	82
% Female	11.8%	20.1%	13.9%	8.7%	9.7%
Female	18	28	22	13	15
Total	152	139	158	149	155

DISTRICT TOTALS

Year ⑦

Tot % = 9.5%
Pre % = 10.1%
Post % = 11.8%
Ch % = +1.7%

Year	78	79	80	81	82
% Female	11.5%	12.4%	8.5%	8.9%	7.4%
Female	59	74	51	49	62
Total	513	598	603	558	843

Project Year ⑧

Year	$\boxed{P}$	+1[g]	+2	+3	+4
% Female	10.9%	8.3%	8.0%	8.7%	10.3%
Female	59	44	32	13	15
Total	542	528	398	149	155
No. Schools[h]	5	3	2	1	1

LEGEND		
□	■	▥
% Pre/Post Enroll.	% Proj.Yr. Enroll.	% Total Enroll.

FOOTNOTES

a) Thirteen courses with traditionally low (< 25%) female enrollment (see Figure 4).
b) Box indicates the year the EGC Project was undertaken (i.e. the "Project Year").
c) Total % female enrollment in these courses over the 5 year period (1978-82).
d) Total % female enrollment in these courses from 1978 up to and including the Project Year.
e) Total % female enrollment in these courses from the year after the Project Year up to now including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % female enrollment from all schools listed, one year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.
i) Indicates "Project Year" when nontraditional enrollment = 0

Table B-8

Number and Percentage of Former CENTRAL DISTRICT Secondary Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982 By CENTRAL DISTRICT SCHOOLS

NON-TRADITIONAL VOC ED AREAS			CENTRAL DISTRICT SECONDARY SCHOOLS Aiea			Leilehua			Mililani			Moanalua			Radford			Waialua			DISTRICT TOTALS		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	0	0	7.7	0	0	0	0	0	0	5.6	10.0	0	0	8.3	0	0	0	33.3	1.5	3.3	2.7
		N	0	0	1	0	0	0	0	0	0	1	1	0	0	1	0	0	0	1	1	2	2
		Tot	8	5	13	22	20	26	3	6	10	18	10	12	7	12	9	7	7	3	65	60	73
	Health Science	%		13.3		20.0	0	0		0			0	0	0	25.0	33.3		0	0	15.4	9.7	15.4
		N		2		2	0	0		0			0	0	0	1	2		0	0	2	3	2
		Tot		15		10	8	3		2			1	2	3	4	6		1	2	13	31	13
	Public Service	%	0	0	50.0	0	25.0	14.3			0	0	0	0	100.0	14.3	14.3	0	25.0	0	18.5	7.9	12.0
		N	0	0	1	0	1	1			0	0	0	0	5	1	1	0	1	0	5	3	3
		Tot	7	18	2	7	4	7			1	2	5	7	5	7	7	6	4	1	27	38	25
	Trades/Tech.	%	20.0	2.2	20.0	0	50.0	0	0	0	0	0	0	0	0	0	0			0	10.5	3.6	3.4
		N	2	1	1	0	1	0	0	0	0	0	0	0	0	0	0			0	2	2	1
		Tot	10	45	5	4	2	4	1	1	1	2	6	5	2	2	3			11	19	56	29
	TOTAL MALE NON-TRAD.	%	8.0	3.6	15.0	4.7	5.9	2.5	0	0	0	4.5	4.5	0	29.4	12.0	12.0	0	8.3	5.9	8.1	5.4	5.7
		N	2	3	3	2	2	1	0	0	0	1	1	0	5	3	3	0	1	1	10	10	8
		Tot	25	83	20	43	34	40	4	9	12	22	22	26	17	25	25	13	12	17	124	185	140
FEMALE NON-TRAD. AREAS	Agriculture	%	6.7	5.6	7.1	33.3	50.0	40.0			0	0	0	0	0	0	0	50.0	50.0	0	12.1	14.3	10.3
		N	1	1	1	2	2	2			0	0	0	0	0	0	0	1	2	0	4	5	3
		Tot	15	18	14	6	4	5			1	1	1	1	9	8	4	2	4	4	33	35	29
	Public Service	%	10.5	0	6.7	16.7	10.0	11.1		0	0	0	10.0	8.3	20.0	50.0	0	0	0	50.0	13.3	17.1	7.8
		N	2	0	1	2	1	1		0	0	0	1	1	2	4	0	0	0	1	6	6	4
		Tot	19	4	15	12	10	9		2	5	2	10	12	10	8	8	2	1	2	45	35	51
	Technical	%	0	14.3	4.5	14.3	27.3	14.3	0	0	0	16.7	11.1	0	0	0	0	0	0	0	6.9	14.3	5.0
		N	0	1	1	2	6	4	0	0	0	2	2	0	0	0	0	0	0	0	4	9	5
		Tot	14	7	22	14	22	28	8	8	14	12	18	16	8	6	10	2	2	10	58	63	100
	Trades/Tech.	%	3.6	7.9	7.4	3.7	4.7	4.7	0	0	0	3.2	6.8	0	3.6	9.4	0	2.2	0	0	3.2	5.0	3.5
		N	3	3	6	3	3	3	0	0	0	1	3	0	1	3	0	1	0	0	9	12	9
		Tot	84	38	81	81	64	64	14	16	25	31	44	31	28	32	21	46	45	38	284	239	260
	TOTAL FEMALE NON-TRAD.	%	4.5	7.5	6.8	8.0	12.0	9.4	0	0	0	6.5	8.2	1.7	5.5	13.0	0	3.8	3.8	1.9	5.5	8.6	4.8
		N	6	5	9	9	12	10	0	0	0	3	6	1	3	7	0	2	2	1	23	32	21
		Tot	132	67	132	113	100	106	22	26	45	46	73	60	55	54	43	52	52	54	420	372	440
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	5.1	5.3	7.9	7.1	10.4	7.5	0	0	0	5.9	7.4	1.2	11.1	12.7	4.4	3.1	4.7	2.8	6.1	7.5	5.0
		N	8	8	12	11	14	11	0	0	0	4	7	1	8	10	3	2	3	2	33	42	29
		Tot	157	150	152	156	134	146	26	35	57	68	95	86	72	79	68	65	64	71	544	557	580

Table B-9

Number and Percentage of Former Aiea High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	0		0							0	0	8.3							0	0	7.7
		N	0		0							0	0	1							0	0	1
		Tot	2		1							6	5	12							8	5	13
	Health Science	%		13.3																		13.3	
		N		2																		2	
		Tot		15																		15	
	Public Service	%	0	0	50.0										0						0	0	50.0
		N	0	0	1										0						0	0	1
		Tot	6	18	2										1						7	18	2
	Trades/Tech.	%	20.0	2.2	20.0																20.0	2.2	20.0
		N	2	1	1																2	1	1
		Tot	10	45	5																10	45	5
	TOTAL MALE NON-TRAD.	%	11.1	3.8	25.0							0	0	8.3	0						8.0	3.6	15.0
		N	2	3	2							0	0	1	0						2	3	3
		Tot	18	78	8							6	5	12	1						25	83	20
FEMALE NON-TRAD. AREAS	Agriculture	%				0	0	0				50.0	25.0	50.0	0	0					6.7	5.6	7.1
		N				0	0	0				1	1	1	0	0					1	1	1
		Tot				12	13	12				2	4	2	1	1					15	18	14
	Public Service	%	16.7		7.7	0	0	0													10.5	0	6.7
		N	2		1	0	0	0													2	0	1
		Tot	12		13	7	4	2													19	4	15
	Technical	%	0	20.0	0	0	0	25.0													0	14.3	4.5
		N	0	1	0	0	0	1													0	1	1
		Tot	12	5	18	2	2	4													14	7	22
	Trades/Tech.	%	3.5	14.3	9.8							3.7	6.5	3.4			0				3.6	7.9	7.4
		N	2	1	5							1	2	1			0				3	3	6
		Tot	57	7	51							27	31	29			1				84	38	81
	TOTAL FEMALE NON-TRAD.	%	4.9	16.7	7.3	0	0	5.6				6.9	8.6	6.5	0	0	0				4.5	7.5	6.8
		N	4	2	6	0	0	1				2	3	2	0	0	0				6	5	9
		Tot	81	12	82	21	19	18				29	35	31	1	1	1				132	67	132
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	6.1	5.6	8.9	0	0	5.6				5.7	7.5	7.0	0	0	0				5.1	5.3	7.9
		N	6	5	8	0	0	1				2	3	3	0	0	0				8	8	12
		Tot	99	90	90	21	19	18				35	40	43	2	1	1				157	150	152

Table B-10

Number and Percentage of Former Leilehua High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0	0	0	0	0				0	0	0			0				0	0	0
		N		0	0	0	0	0				0	0	0			0				0	0	0
		Tot		2	1	6	7	9				16	11	15			1				22	20	26
	Health Science	%				20.0	0	0													20.0	0	0
		N				2	0	0													2	0	0
		Tot				10	8	3													10	8	3
	Public Service	%	0	33.3	20.0	0	0	0							0		0				0	25.0	14.3
		N	0	1	1	0	0	0							0		0				0	1	1
		Tot	4	3	5	2	1	1							1		1				7	4	7
	Trades/Tech.	%	0	50.0	0																0	50.0	0
		N	0	1	0																0	1	0
		Tot	4	2	4																4	2	4
	TOTAL MALE NON-TRAD.	%	0	28.6	10.0	11.1	0	0				0	0	0	0		0				4.7	5.9	2.5
		N	0	2	1	2	0	0				0	0	0	0		0				2	2	1
		Tot	8	7	10	18	16	13				16	11	15	1		2				43	34	40
FEMALE NON-TRAD. AREAS	Agriculture	%										40.0	50.0	25.0	0		100.0				33.3	50.0	40.0
		N										2	2	1	0		1				2	2	2
		Tot										5	4	4	1		1				6	4	5
	Public Service	%	16.7	10.0	11.1																16.7	10.0	11.1
		N	2	1	1																2	1	1
		Tot	12	10	9																12	10	9
	Technical	%	14.3	27.3	14.3																14.3	27.3	14.3
		N	2	6	4																2	6	4
		Tot	14	22	28																14	22	28
	Trades/Tech.	%	5.2	4.5	4.4							0	5.0	5.3							3.7	4.7	4.7
		N	3	2	2							0	1	1							3	3	3
		Tot	58	44	45							23	20	19							81	64	64
	TOTAL FEMALE NON-TRAD.	%	8.3	11.8	8.5							7.1	12.5	8.7	0		100.0				8.0	12.0	9.4
		N	7	9	7							2	3	2	0		1				9	12	10
		Tot	84	76	82							28	24	23	1		1				113	100	106
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	7.6	13.3	8.7	11.1	0	0				4.5	8.6	5.3	0		33.3				7.1	10.4	7.5
		N	7	11	8	2	0	0				2	3	2	0		1				11	14	11
		Tot	92	83	92	18	16	13				44	35	38	2		3				156	134	146

Table B-11

Number and Percentage of Former Mililani High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%					0	0				0	0	0			0				0	0	0
		N					0	0				0	0	0			0				0	0	0
		Tot					2	3				3	4	6			1				3	6	10
	Health Science	%					0															0	
		N					0															0	
		Tot					2															2	
	Public Service	%						0															0
		N						0															0
		Tot						1															1
	Trades/Tech.	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	1	1	1																1	1	1
	TOTAL MALE NON-TRAD.	%	0	0	0		0	0				0	0	0			0				0	0	0
		N	0	0	0		0	0				0	0	0			0				0	0	0
		Tot	1	1	1		4	4				3	4	6			1				4	9	12
FEMALE NON-TRAD. AREAS	Agriculture	%												0									0
		N												0									0
		Tot												1									1
	Public Service	%		0	0																	0	0
		N		0	0																	0	0
		Tot		2	5																	2	5
	Technical	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	8	8	14																8	8	14
	Trades/Tech.	%	0	0	0							0	0	0							0	0	0
		N	0	0	0							0	0	0							0	0	0
		Tot	6	7	10							8	9	15							14	16	25
	TOTAL FEMALE NON-TRAD.	%	0	0	0							0	0	0							0	0	0
		N	0	0	0							0	0	0							0	0	0
		Tot	14	17	29							8	9	16							22	26	45
MALE/FEMALE NON-TRAD. AREAS CONBINED		%	0	0	0		0	0				0	0	0			0				0	0	0
		N	0	0	0		0	0				0	0	0			0				0	0	0
		Tot	15	18	30		4	4				11	13	22			1				26	35	57

Table B-12

Number and Percentage of Former Moanalua High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	0	0	0	0	0	0				20.0	25.0	0							5.6	10.0	0
		N	0	0	0	0	0	0				1	1	0							1	1	0
		Tot	1	1	3	12	5	7				5	4	2							18	10	12
	Health Science	%					0	0														0	0
		N					0	0														0	0
		Tot					1	2														1	2
	Public Service	%		0	0	0	0	0													0	0	0
		N		0	0	0	0	0													0	0	0
		Tot		3	5	2	2	2													2	5	7
	Trades/Tech.	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	2	6	5																2	6	5
	TOTAL MALE NON-TRAD.	%	0	0	0	0	0	0				20.0	25.0	0							4.5	4.5	0
		N	0	0	0	0	0	0				1	1	0							1	1	0
		Tot	3	10	13	14	8	11				5	4	2							22	22	26
FEMALE NON-TRAD. AREAS	Agriculture	%										0	0	0							0	0	0
		N										0	0	0							0	0	0
		Tot										1	1	1							1	1	1
	Public Service	%	0	10.0	8.3																0	10.0	8.3
		N	0	1	1																0	1	1
		Tot	2	10	12																2	10	12
	Technical	%	16.7	11.1	0																16.7	11.1	0
		N	2	2	0																2	2	0
		Tot	12	18	16																12	18	16
	Trades/Tech.	%	4.0	2.9	0							0	22.2	0							3.2	6.8	0
		N	1	1	0							0	2	0							1	3	0
		Tot	25	35	25							6	9	6							31	44	31
	TOTAL FEMALE NON-TRAD.	%	7.7	6.3	1.9							0	20.0	0							6.5	8.2	1.7
		N	3	4	1							0	2	0							3	6	1
		Tot	39	63	53							7	10	7							46	73	60
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	7.1	5.5	1.5	0	0	0				8.3	21.4	0							5.9	7.4	1.2
		N	3	4	1	0	0	0				1	3	0							4	7	1
		Tot	42	73	66	14	8	11				12	14	9							68	95	86

Table B-13

Number and Percentage of Former Radford High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	0	0	0	0	0	0				0	25.0	0							0	8.3	0
		N	0	0	0	0	0	0				0	1	0							0	1	0
		Tot	3	6	1	2	2	5				2	4	3							7	12	9
	Health Science	%				0	25.0	40.0							0		0				0	25.0	33.3
		N				0	1	2							0		0				0	1	2
		Tot				2	4	5							1		1				3	4	6
	Public Service	%	100.0	16.7	20.0		0	0													100.0	14.3	14.3
		N	5	1	1		0	0													5	1	1
		Tot	5	6	5		1	2													5	7	7
	Trades/Tech.	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	2	2	3																2	2	3
	TOTAL MALE NON-TRAD.	%	50.0	7.1	11.1	0	14.3	16.7				0	25.0	0	0		0				29.4	12.0	12.0
		N	5	1	1	0	1	2				0	1	0	0		0				5	3	3
		Tot	10	14	9	4	7	12				2	4	3	1		1				17	25	25
FEMALE NON-TRAD. AREAS	Agriculture	%									0	0	0	0							0	0	0
		N									0	0	0	0							0	0	0
		Tot									1	9	8	3							9	8	4
	Public Service	%	20.0	50.0	0																20.0	50.0	0
		N	2	4	0																2	4	0
		Tot	10	8	8																10	8	8
	Technical	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	8	6	10																8	6	10
	Trades/Tech.	%	4.8	12.0	0							0	0	0							3.6	9.4	0
		N	1	3	0							0	0	0							1	3	0
		Tot	21	25	16							7	7	5							28	32	21
	TOTAL FEMALE NON-TRAD.	%	7.7	17.9	0						0	0	0	0							5.5	13.0	0
		N	3	7	0						0	0	0	0							3	7	0
		Tot	39	39	34						1	16	15	8							55	54	43
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	16.3	15.1	2.3	0	14.3	16.7			0	0	5.3	0	0		0				11.1	12.7	4.4
		N	8	8	1	0	1	2			0	0	1	0	0		0				8	10	3
		Tot	49	53	43	4	7	12			1	18	19	11	1		1				72	79	68

Table B-14

Number and Percentage of Former Waialua High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

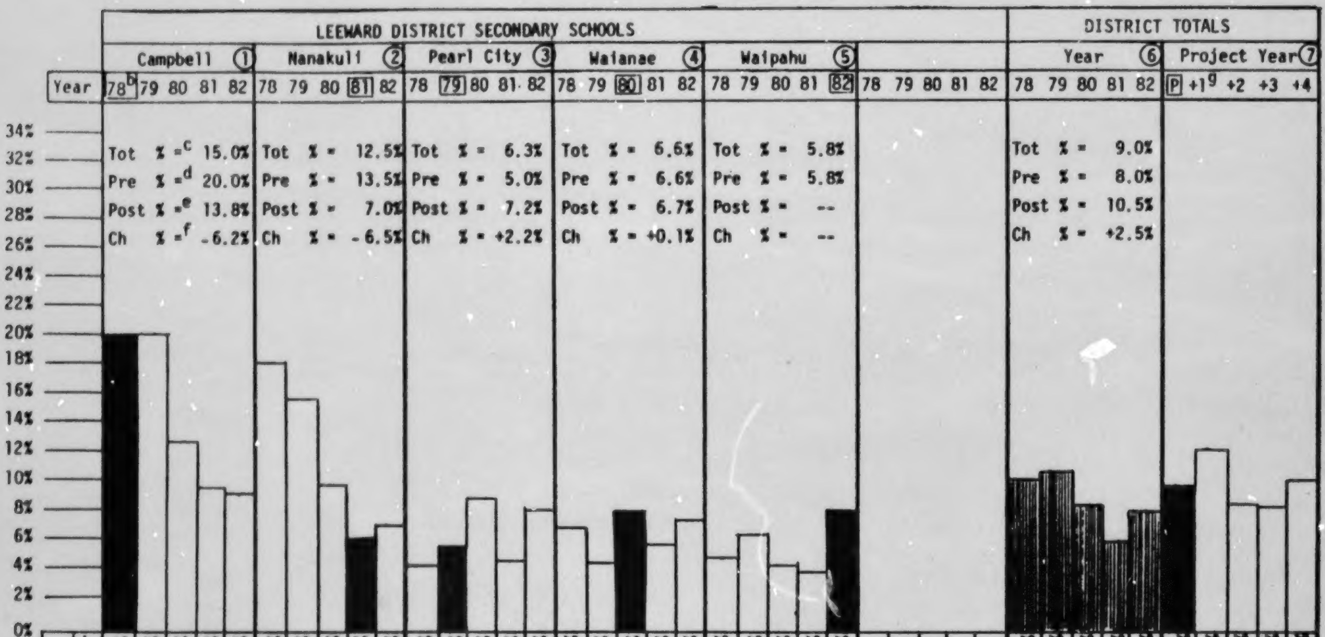
COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%									0	0	0	50.0	0						0	0	33.3
		N									0	0	0	1	0						0	0	1
		Tot									1	6	7	2	1						7	7	3
	Health Science	%					0	0														0	0
		N					0	0														0	0
		Tot					1	2														1	2
	Public Service	%	0	0		0	50.0									0	0				0	25.0	0
		N	0	0		0	1									0	0				0	1	0
		Tot	5	1		1	2									1	1				6	4	1
	Trades/Tech.	%												0									0
		N												0									0
		Tot												11									11
	TOTAL MALE NON-TRAD.	%	0	0		0	33.3	0			0	0	0	7.7	0	0	0				0	8.3	5.9
		N	0	0		0	1	0			0	0	0	1	0	0	0				0	1	1
		Tot	5	1		1	3	2			1	6	7	13	1	1	1				13	12	17
FEMALE NON-TRAD. AREAS	Agriculture	%										50.0	50.0	0							50.0	50.0	0
		N										1	2	0							1	2	0
		Tot										2	4	4							2	4	4
	Public Service	%	0	0	50.0																0	0	50.0
		N	0	0	1																0	0	1
		Tot	2	1	2																2	1	2
	Technical	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	2	2	10																2	2	10
	Trades/Tech.	%	0	0	0							7.1	0								2.2	0	0
		N	0	0	0							1	0								1	0	0
		Tot	32	33	38							14	12								46	45	38
	TOTAL FEMALE NON-TRAD.	%	0	0	2.0							12.5	12.5	0							3.8	3.8	1.9
		N	0	0	1							2	2	0							2	2	1
		Tot	36	36	50							16	16	4							52	52	54
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	0	0	2.0	0	33.3	0			0	9.1	8.7	5.9	0	0	0				3.1	4.7	2.8
		N	0	0	1	0	1	0			0	2	2	1	0	0	0				2	3	2
		Tot	41	37	50	1	3	2			1	22	23	17	1	1	1				65	64	71

LEEWARD

Table A-7

Total Non-Traditional Enrollment Data For a Selected Group of Vocational Education Courses[a] In LEEWARD DISTRICT Secondary Schools (1978-82)



	Year	Enrollment % Non-Trad	Enrollment Non T.	Enrollment Total	No. Schools[h]
Campbell ①	$\boxed{78}$	20.0%	108	541	
	79	20.0%	132	659	
	80	13.0%	80	621	
	81	9.9%	47	476	
	82	9.5%	38	401	
Nanakuli ②	78	18.0%	53	297	
	79	16.0%	37	229	
	80	10.0%	23	230	
	$\boxed{81}$	6.1%	9	148	
	82	7.0%	11	158	
Pearl City ③	78	4.2%	19	457	
	$\boxed{79}$	5.8%	27	462	
	80	8.8%	43	488	
	81	4.6%	19	411	
	82	8.1%	30	372	
Waianae ④	78	7.0%	28	401	
	79	4.6%	15	329	
	$\boxed{80}$	8.1%	29	360	
	81	5.9%	18	304	
	82	7.6%	20	262	
Waipahu ⑤	78	5.2%	30	576	
	79	6.3%	36	575	
	80	4.6%	26	564	
	81	4.5%	21	471	
	$\boxed{82}$	8.0%	45	560	
	78				
	79				
	80				
	81				
	82				
Year ⑥	78	10.5%	238	2272	
	79	11.0%	247	2254	
	80	8.9%	201	2263	
	81	6.3%	114	1810	
	82	8.2%	144	1753	
Project Year ⑦	P	10.5%	218	2071	5
	+1[g]	12.7%	204	1609	4
	+2	9.2%	119	1294	3
	+3	9.1%	77	848	2
	+4	10.6%	38	401	1

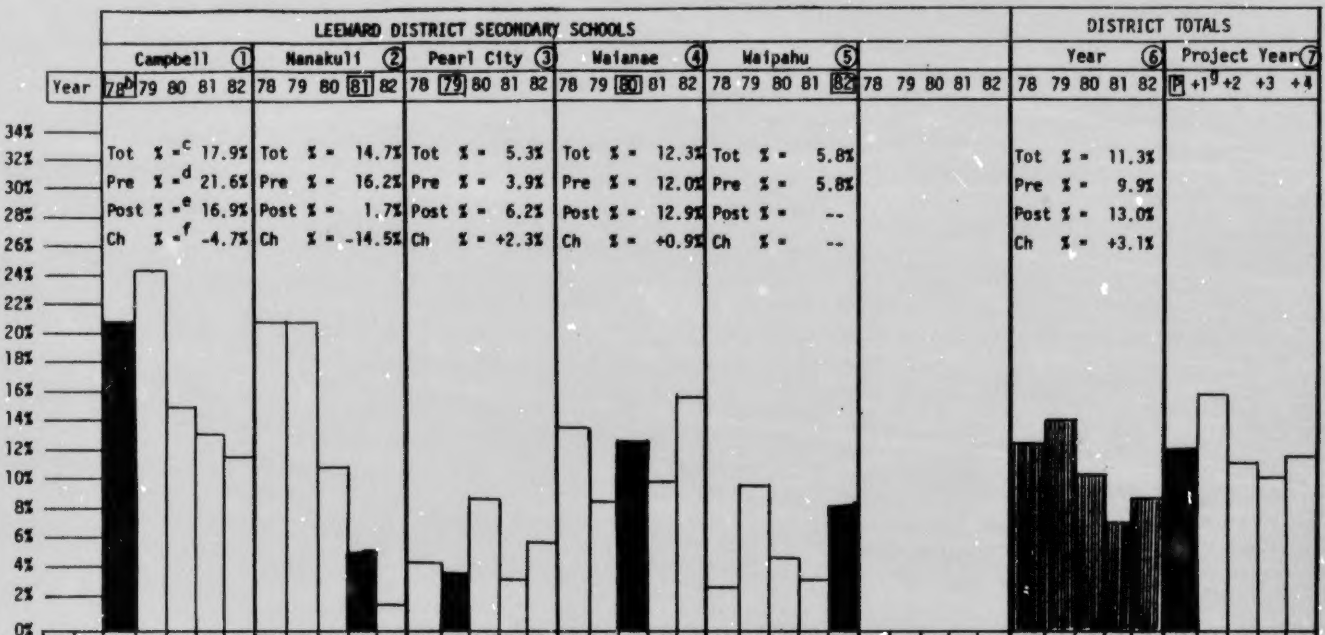
LEGEND		
□	■	▨
% Pre/Post Enroll.	% Proj.Yr. Enroll.	% Total Enroll.

FOOTNOTES

a) Twenty-five courses with traditionally low (< 25%) male or female enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % nontraditional enrollment in these courses over the 5 year period (1978-82).
d) Total % nontraditional enrollment in these courses from 1978 up to and including the Project Year.
e) Total % nontraditional enrollment in these courses from the year after the Project Year up to and including 1982.
f) Difference between the Pre (see footnote "d" and Post (see footnote "e") percentages.
g) Total % nontraditional enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.

Table A-8

Non-Traditional MALE Enrollment Data
For a Selected Group of Vocational Education Courses[a]
in LEEWARD DISTRICT Secondary Schools (1978-82)



Campbell ①
Tot % =[c] 17.9%
Pre % =[d] 21.6%
Post % =[e] 16.9%
Ch % =[f] -4.7%

Nanakuli ②
Tot % = 14.7%
Pre % = 16.2%
Post % = 1.7%
Ch % = -14.5%

Pearl City ③
Tot % = 5.3%
Pre % = 3.9%
Post % = 6.2%
Ch % = +2.3%

Waianae ④
Tot % = 12.3%
Pre % = 12.0%
Post % = 12.9%
Ch % = +0.9%

Waipahu ⑤
Tot % = 5.8%
Pre % = 5.8%
Post % = --
Ch % = --

District Totals, Year ⑥
Tot % = 11.3%
Pre % = 9.9%
Post % = 13.0%
Ch % = +3.1%

	Year	Enrollment % Male	Enrollment Male	Enrollment Total	No. Schools[h]
Campbell ①	**78**[b]	21.6%	91	422	
	79	24.1%	125	518	
	80	14.8%	75	508	
	81	13.3%	46	346	
	82	11.9%	33	277	
Nanakuli ②	78	20.3%	41	202	
	79	20.3%	26	128	
	80	10.8%	15	139	
	81	5.3%	3	57	
	82	1.7%	1	59	
Pearl City ③	78	4.3%	11	255	
	79	3.6%	11	307	
	80	8.6%	28	325	
	81	3.4%	9	262	
	82	5.9%	14	239	
Waianae ④	78	13.8%	23	167	
	79	8.4%	13	155	
	80	13.5%	26	193	
	81	10.0%	12	120	
	82	15.9%	18	113	
Waipahu ⑤	78	2.5%	8	315	
	79	9.6%	32	335	
	80	4.6%	14	305	
	81	3.1%	7	224	
	82	8.3%	26	315	
	78				
	79				
	80				
	81				
	82				
District Totals Year ⑥	78	12.8%	174	1361	
	79	14.3%	207	1443	
	80	10.7%	158	1470	
	81	7.6%	77	1009	
	82	9.2%	92	1003	
Project Year ⑦	**P**	12.1%	157	1294	5
	+1[g]	16.2%	166	1022	4
	+2	11.6%	102	883	3
	+3	10.3%	60	585	2
	+4	11.9%	33	277	1

LEGEND

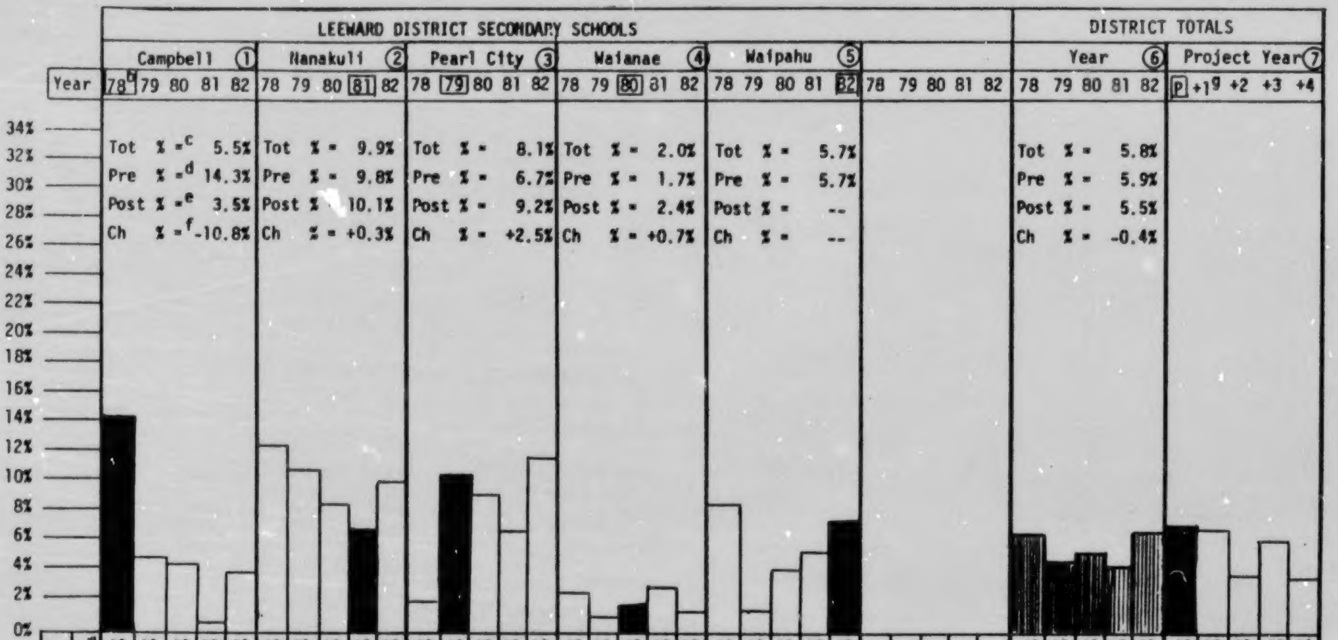
□	■	▨
% Pre/Post Enroll.	% Proj. Yr. Enroll.	% Total Enroll.

FOOTNOTES

a) Twelve courses with traditionally low (< 25%) male enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % male enrollment in these courses over the 5 year period (1978-82).
d) Total % male enrollment in these courses from 1978 up to and including the Project Year.
e) Total % male enrollment in these courses from the year after the Project Year up to now including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % male enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon wihc the Project/Post Porject Year enrollment data are based.

Table A-9

Non-Traditional FEMALE Enrollment Data
For a Selected Group of Vocational Education Courses[a]
In LEEWARD DISTRICT Secondary Schools (1978-82)



	Campbell ①					Nanakuli ②					Pearl City ③					Waianae ④					Waipahu ⑤									
Year	78[b]	79	80	81	82	78	79	80	81	82	78	79	80	81	82	78	79	80	81	82	78	79	80	81	82	78	79	80	81	82
Enrollment % Female	14.3%	5.0%	4.2%	0.1%	4.0%	12.6%	10.9%	8.8%	6.6%	10.1%	4.0%	10.3%	9.2%	6.7%	12.0%	2.1%	1.1%	1.8%	3.3%	1.3%	8.4%	1.7%	4.6%	5.7%	7.8%					
Enrollment Female	17	7	5	1	5	12	11	8	6	10	8	16	15	10	16	5	2	3	6	2	22	4	12	14	19					
Enrollment Total	119	141	118	130	124	95	101	91	91	99	202	155	163	149	133	234	174	167	184	149	261	240	259	247	245					

	DISTRICT TOTALS									
	Year ⑥					Project Year ⑦				
Year	78	79	80	81	82	P	+1[g]	+2	+3	+4
Enrollment % Female	7.0%	4.9%	5.4%	4.6%	6.9%	7.9%	7.3%	4.1%	6.4%	4.0%
Enrollment Female	64	40	43	37	52	61	38	17	17	5
Enrollment Total	911	811	796	801	750	777	522	416	267	124
No. Schools[h]						5	4	3	2	1

LEGEND

□	■	▨
% Pre/Post Enroll.	% Proj.Yr. Enroll.	% Total Enroll.

FOOTNOTES

a) Thirteen courses with traditionally low (< 25%) female enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year).
c) Total % female enrollment in these courses over the 5 year period (1978-82).
d) Total % female enrollment in these courses from 1978 up to and including the Project Year.
e) Total % female enrollment in these courses from the year after the Project Year up to and including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % female enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.

Table B-15

Number and Percentage of Former LEEWARD DISTRICT Secondary Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982 By LEEWARD DISTRICT SCHOOLS

LEEWARD DISTRICT SECONDARY SCHOOLS

NON-TRADITIONAL VOC ED AREAS			Campbell			Nanakuli			Pearl City			Waianae			Waipahu						DISTRICT TOTALS		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	0	0	0	0		0	3.6	4.0	0	0	0	0	0	0	3.2				1.5	1.3	1.2
		N	0	0	0	0		0	1	1	0	0	0	0	0	0	1				1	1	1
		Tot	11	13	12	1		3	28	25	30	2	9	9	25	31	31				67	78	85
	Health Science	%	0	20.0	0				0	12.5	0	0	0	0	0	0	0				0	9.1	0
		N	0	1	0				0	1	0	0	0	0	0	0	0				0	2	0
		Tot	1	5	7				4	8	6	1	3	2	6	6	5				12	22	20
	Public Service	%	28.6	0	0	100.0	0		0	0	0	0	20.0	25.0	0	0	0				12.5	4.2	4.5
		N	2	0	0	1	0		0	0	0	0	1	1	0	0	0				3	1	1
		Tot	7	7	4	1	1		2	3	2	3	5	4	11	8	12				24	24	22
	Trades/Tech.	%	0	0	0	0			12.5	0	0	0	0	0	16.7	0	11.1				8.7	0	3.8
		N	0	0	0	0			1	0	0	0	0	0	1	0	1				2	0	1
		Tot	1	5	6	2			8	5	7	6	4	4	6	2	9				23	16	26
	TOTAL MALE NON-TRAD.	%	10.0	3.3	0	25.0	0	0	4.8	4.9	0	0	4.8	5.3	2.1	0	3.5				4.8	2.9	2.0
		N	2	1	0	1	0	0	2	2	0	0	1	1	1	0	2				6	4	3
		Tot	20	30	29	4	1	3	42	41	45	12	21	19	48	47	57				126	140	153
FEMALE NON-TRAD. AREAS	Agriculture	%	50.0	25.0	50.0		0	0	0	20.0	0	50.0	33.3	33.3	0	0	0				22.2	21.4	15.4
		N	1	1	1		0	0	0	1	0	1	1	1	0	0	0				2	3	2
		Tot	2	4	2		1	2	4	5	4	2	3	3	1	1	2				9	14	13
	Public Service	%	16.7	0	0	0		0	27.3	55.6	50.0	0	20.0	0	0	8.3	0				13.2	18.4	17.1
		N	2	0	0	0		0	3	5	6	0	1	0	0	1	0				5	7	6
		Tot	12	12	11	1		1	11	9	12	2	5	3	12	12	8				38	38	35
	Technical	%	20.0	10.0	15.4	50.0	100.0	44.4	0	5.1	15.4	0	0	0	0	7.7	10.5				3.9	7.4	15.0
		N	2	2	4	1	1	4	0	2	4	0	0	0	0	2	4				3	7	16
		Tot	10	20	26	2	1	9	36	39	26	8	8	8	20	26	38				76	94	107
	Trades/Tech.	%	4.3	8.5	7.8	25.0	0	0	3.3	2.0	1.7	12.1	5.0	2.6	5.9	4.8	5.0				6.1	4.4	3.9
		N	2	4	4	2	0	0	3	2	2	4	2	1	5	5	6				16	13	13
		Tot	46	47	51	8	5	4	91	98	118	33	40	38	85	104	121				263	294	332
	TOTAL FEMALE NON-TRAD.	%	10.0	8.4	10.0	27.2	14.3	25.0	4.2	6.6	7.5	11.1	7.1	3.8	4.2	5.6	5.9				6.7	6.8	7.6
		N	7	7	9	3	1	4	6	10	12	5	4	2	5	8	10				26	30	37
		Tot	70	83	90	11	7	16	142	151	160	45	56	52	118	143	169				386	440	487
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	10.0	7.1	7.6	26.7	12.5	21.1	4.3	6.3	5.9	8.8	6.5	4.2	3.6	4.2	5.3				6.3	5.9	6.3
		N	9	8	9	4	1	4	8	12	12	5	5	3	6	8	12				32	34	40
		Tot	90	113	119	15	8	19	184	192	205	57	77	71	166	190	226				512	580	640

Table B-16

Number and Percentage of Former Campbell High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0	0		0	0				0	0	0							0	0	0
		N		0	0		0	0				0	0	0							0	0	0
		Tot		2	1		1	1				11	10	10							11	13	12
	Health Science	%				0	33.3	0								0	0				0	20.0	0
		N				0	1	0								0	0				0	1	0
		Tot				1	3	6								2	1				1	5	7
	Public Service	%	28.6	0	0																28.6	0	0
		N	2	0	0																2	0	0
		Tot	7	7	4																7	7	4
	Trades/Tech.	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	1	5	6																1	5	6
	TOTAL MALE NON-TRAD.	%	25.0	0	0	0	25.0	0				0	0	0		0	0				10.0	3.3	0
		N	2	0	0	0	1	0				0	0	0		0	0				2	1	0
		Tot	8	14	11	1	4	7				11	10	10		2	1				20	30	29
FEMALE NON-TRAD. AREAS	Agriculture	%										50.0	33.3	50.0		0					50.0	25.0	50.0
		N										1	1	1		0					1	1	1
		Tot										2	3	2		1					2	4	2
	Public Service	%	16.7	0	0																16.7	0	0
		N	2	0	0																2	0	0
		Tot	12	12	11																12	12	11
	Technical	%	20.0	10.0	15.4																20.0	10.0	15.4
		N	2	2	4																2	2	4
		Tot	10	20	26																10	20	26
	Trades/Tech.	%	3.7	6.9	6.1							5.3	11.1	11.1							4.3	8.5	7.8
		N	1	2	2							1	2	2							2	4	4
		Tot	27	29	33							19	18	18							46	47	51
	TOTAL FEMALE NON-TRAD.	%	10.2	6.6	8.6							9.5	14.3	15.0		0					10.0	8.4	10.0
		N	5	4	6							2	3	3		0					7	7	9
		Tot	49	61	70							21	21	20		1					70	83	90
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	12.3	5.3	7.4	0	25.0	0				6.3	9.7	10.0		0	0				10.0	7.1	7.6
		N	7	4	6	0	1	0				2	3	3		0	0				9	8	9
		Tot	57	75	81	1	4	7				32	31	30		3	1				90	113	119

Table B-17

Number and Percentage of Former Nanakuli High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%			0							0		0							0		0
		N			0							0		0							0		0
		Tot			1							1		2							1		3
	Health Science	%																					
		N																					
		Tot																					
	Public Service	%	100.0	0																	100.0	0	
		N	1	0																	1	0	
		Tot	1	1																	1	1	
	Trades/Tech.	%	0																		0		
		N	0																		0		
		Tot	2																		2		
	TOTAL MALE NON-TRAD.	%	33.3	0	0							0		0							25.0	0	0
		N	1	0	0							0		0							1	0	0
		Tot	3	1	1							1		2							4	1	3
FEMALE NON-TRAD. AREAS	Agriculture	%														0	0					0	0
		N														0	0					0	0
		Tot														1	2					1	2
	Public Service	%	0		0																0		0
		N	0		0																0		0
		Tot	1		1																1		1
	Technical	%	50.0	100.0	44.4																50.0	100.0	44.4
		N	1	1	4																1	1	4
		Tot	2	1	9																2	1	9
	Trades/Tech.	%	20.0	0	0							33.3	0	0							25.0	0	0
		N	1	0	0							1	0	0							2	0	0
		Tot	5	4	3							3	1	1							8	5	4
	TOTAL FEMALE NON-TRAD.	%	25.0	20.0	30.8							33.3	0	0		0	0				27.2	14.3	25.0
		N	2	1	4							1	0	0		0	0				3	1	4
		Tot	8	5	13							3	1	1		1	2				11	7	16
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	27.2	16.7	28.6							25.0	0	0		0	0				26.7	12.5	21.1
		N	3	1	4							1	0	0		0	0				4	1	4
		Tot	11	6	14							4	1	3		1	2				15	8	19

Table B-18

Number and Percentage of Former Pearl City High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0		0	0	0				5.9	5.9	0							3.6	4.0	0
		N		0		0	0	0				1	1	0							1	1	0
		Tot		1		11	7	11				17	17	19							28	25	30
	Health Science	%				0	12.5	0							0		0				0	12.5	0
		N				0	1	0							0		0				0	1	0
		Tot				3	8	5							1		1				4	8	6
	Public Service	%	0	0	0		0														0	0	0
		N	0	0	0		0														0	0	0
		Tot	2	2	2		1														2	3	2
	Trades/Tech.	%	12.5	0	0																12.5	0	0
		N	1	0	0																1	0	0
		Tot	8	5	7																8	5	7
	TOTAL MALE NON-TRAD.	%	10.0	0	0	0	6,3	0				5.9	5.9	0	0		0				4.8	4.9	0
		N	1	0	0	0	1	0				1	1	0	0		0				2	2	0
		Tot	10	8	9	14	16	16				17	17	19	1		1				42	41	45
FEMALE NON-TRAD. AREAS	Agriculture	%										0	20.0	0							0	20.0	0
		N										0	1	0							0	1	0
		Tot										4	5	4							4	5	4
	Public Service	%	27.3	55.6	50.0																27.3	55.6	50.0
		N	3	5	6																3	5	6
		Tot	11	9	12																11	9	12
	Technical	%	0	5.1	15.4																0	5.1	15.4
		N	0	2	4																0	2	4
		Tot	36	39	26																36	39	26
	Trades/Tech.	%	0	2.2	0							5.5	1.9	3.4							3.3	2.0	1.7
		N	0	1	0							3	1	2							3	2	2
		Tot	36	46	60							55	52	58							91	98	118
	TOTAL FEMALE NON-TRAD.	%	0	8.5	10.2							5.1	3.5	3.2							4.2	6.6	7.5
		N	3	8	10							3	2	2							6	10	12
		Tot	83	94	98							59	57	62							142	151	160
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	4.3	7.8	9.3	0	6.3	0				5.3	4.1	2.5	0		0				4.3	6.3	5.9
		N	4	8	10	0	1	0				4	3	2	0		0				8	12	12
		Tot	93	102	107	14	16	16				76	74	81	1		1				184	192	205

Table B-19

Number and Percentage of Former Waianae High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%			0		0	0				0	0	0					0		0	0	0
		N			0		0	0				0	0	0					0		0	0	0
		Tot			1		2	3				2	6	5					1		2	9	9
	Health Science	%				0	0	0													0	0	0
		N				0	0	0													0	0	0
		Tot				1	3	2													1	3	2
	Public Service	%	0	25.0	25.0	0	0														0	20.0	25.0
		N	0	1	1	0	0														0	1	1
		Tot	2	4	4	1	1														3	5	4
	Trades/Tech.	%	0	0	0													0			0	0	0
		N	0	0	0													0			0	0	0
		Tot	5	4	4													1			6	4	4
	TOTAL MALE NON-TRAD.	%	0	12.5	11.1	0	0	0				0	0	0				0	0		0	4.8	5.3
		N	0	1	1	0	0	0				0	0	0				0	0		0	1	1
		Tot	7	8	9	2	6	5				2	6	5				1	1		12	21	19
FEMALE NON-TRAD. AREAS	Agriculture	%										0	33.3	33.3				100.0			50.0	33.3	33.3
		N										0	1	1				1			1	1	1
		Tot										1	3	3				1			2	3	3
	Public Service	%	0	20.0	0																0	20.0	0
		N	0	1	0																0	1	0
		Tot	2	5	3																2	5	3
	Technical	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	8	8	8																8	8	8
	Trades/Tech.	%	17.4	3.8	0							0	7.1	7.7	0		0				12.1	5.0	2.6
		N	4	1	0							0	1	1	0		0				4	2	1
		Tot	23	26	23							9	14	13	1		2				33	40	38
	TOTAL FEMALE NON-TRAD.	%	12.1	5.1	0							0	11.8	12.5	0		0	100.0			11.1	7.1	3.8
		N	4	2	0							0	2	2	0		0	1			5	4	2
		Tot	33	39	34							10	17	16	1		2	1			45	56	52
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	10.0	6.4	2.3	0	0	0				0	8.7	9.5	0		0	50.0	0		8.8	6.5	4.2
		N	4	3	1	0	0	0				0	2	2	0		0	1	0		5	5	3
		Tot	40	47	43	2	6	5				12	23	21	1		2	2	1		57	77	71

Table B-20

Number and Percentage of Former Waipahu High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

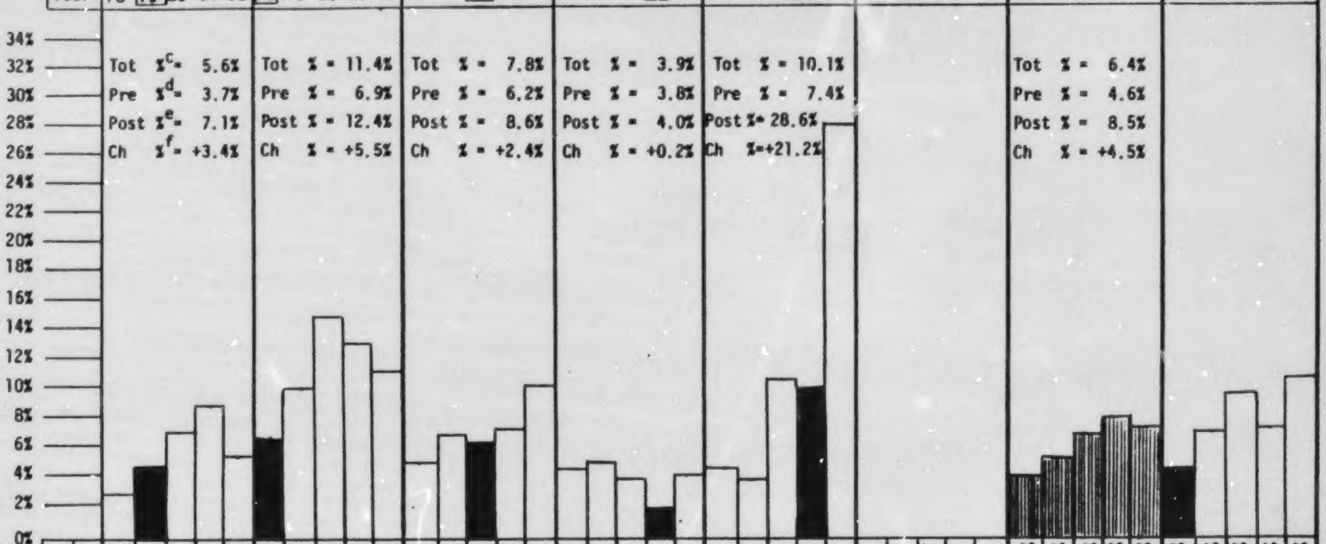
COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0	0	0	0	0				0	0	5.3							0	0	3.2
		N		0	0	0	0	0				0	0	1							0	0	1
		Tot		3	4	5	6	8				20	22	19							25	31	31
	Health Science	%				0	0	0											0	0	0	0	0
		N				0	0	0											0	0	0	0	0
		Tot				3	5	4											1	1	3	6	5
	Public Service	%	0	0	0	0															0	0	0
		N	0	0	0	0															0	0	0
		Tot	9	8	12	2															11	8	12
	Trades/Tech.	%	16.7	0	11.1																16.7	0	11.1
		N	1	0	1																1	0	1
		Tot	6	2	9																6	2	9
	TOTAL MALE NON-TRAD.	%	6.7	0	4.0	0	0	0				0	0	5.3					0	0	2.2	0	3.5
		N	1	0	1	0	0	0				0	0	1					0	0	1	0	2
		Tot	15	13	25	10	11	12				20	22	19					1	1	45	47	57
FEMALE NON-TRAD. AREAS	Agriculture	%											0	0	0						0	0	0
		N											0	0	0						0	0	0
		Tot											1	2	1						1	1	2
	Public Service	%	0	8.3	0																0	8.3	0
		N	0	1	0																0	1	0
		Tot	12	12	8																12	12	8
	Technical	%	0	7.7	10.5																0	7.7	10.5
		N	0	2	4																0	2	4
		Tot	20	26	38																20	26	38
	Trades/Tech.	%	2.2	5.7	4.8					0		10.0	4.0	3.5			100.0				5.9	4.8	5.0
		N	1	3	3					0		4	2	2			1				5	5	6
		Tot	45	53	63					1		40	50	57			1				85	104	121
	TOTAL FEMALE NON-TRAD.	%	1.3	6.6	6.4					0		10.0	3.9	3.4	0		100.0				4.2	5.6	5.9
		N	1	6	7					0		4	2	2	0		1				5	8	10
		Tot	77	91	109					1		40	51	59	1		1				118	143	169
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	2.2	5.8	6.0	0	0	0		0		6.7	2.7	3.8	0		100.0		0	0	3.7	4.2	5.3
		N	2	6	8	0	0	0		0		4	2	3	0		1		0	0	6	8	12
		Tot	92	104	134	10	11	12		1		60	73	78	1		1		1	1	163	190	226

WINDWARD

Table A-10

Total Non-Traditional Enrollment Data
For a Selected Group of Vocational Education Courses[a]
In WINDWARD DISTRICT Secondary Schools (1978-82)



WINDWARD DISTRICT SECONDARY SCHOOLS

Castle ①
Tot %[c]= 5.6%
Pre %[d]= 3.7%
Post %[e]= 7.1%
Ch %[f]= +3.4%

Kahuku ②
Tot % = 11.4%
Pre % = 6.9%
Post % = 12.4%
Ch % = +5.5%

Kailua ③
Tot % = 7.8%
Pre % = 6.2%
Post % = 8.6%
Ch % = +2.4%

Kalaheo ④
Tot % = 3.9%
Pre % = 3.8%
Post % = 4.0%
Ch % = +0.2%

Olomana ⑤
Tot % = 10.1%
Pre % = 7.4%
Post %= 28.6%
Ch %=+21.2%

DISTRICT TOTALS — Year ⑥
Tot % = 6.4%
Pre % = 4.6%
Post % = 8.5%
Ch % = +4.5%

		Castle ①					Kahuku ②				
Year		78	$\boxed{79}$[b]	80	81	82	$\boxed{78}$	79	80	81	82
Enrollment	% Non-Trad.	2.8%	4.5%	7.0%	8.7%	5.5%	6.9%	10.0%	15.3%	13.1%	11.3%
	Non T.	24	37	56	64	36	14	19	29	33	24
	Total	845	820	798	736	658	202	190	190	252	213

		Kailua ③					Kalaheo ④				
Year		78	79	$\boxed{80}$	81	82	78	79	80	$\boxed{81}$	82
Enrollment	% Non-Trad.	5.0%	6.7%	6.1%	7.2%	10.1%	4.3%	4.6%	3.2%	1.7%	4.0%
	Non T.	24	27	24	25	33	24	18	10	4	8
	Total	484	401	395	345	327	554	392	308	232	202

		Olomana ⑤									
Year		78	79	80	$\boxed{81}$	82	78	79	80	81	82
Enrollment	% Non-Trad.	4.4%	4.0%	10.5%	10.3%	28.6%					
	Non T.	3	1	4	6	8					
	Total	68	25	38	58	28					

		DISTRICT TOTALS									
		Year ⑥					Project Year ⑦				
Year		78	79	80	81	82	$\boxed{P}$	+1[g]	+2	+3	+4
Enrollment	% Non-Trad.	4.1%	5.6%	7.1%	8.1%	7.6%	5.0%	7.4%	10.1%	7.6%	11.3%
	Non T.	89	102	123	132	109	85	116	126	69	24
	Total	2153	1828	1729	1623	1428	1707	1563	1253	910	213
No. Schools[h]							5	5	3	2	1

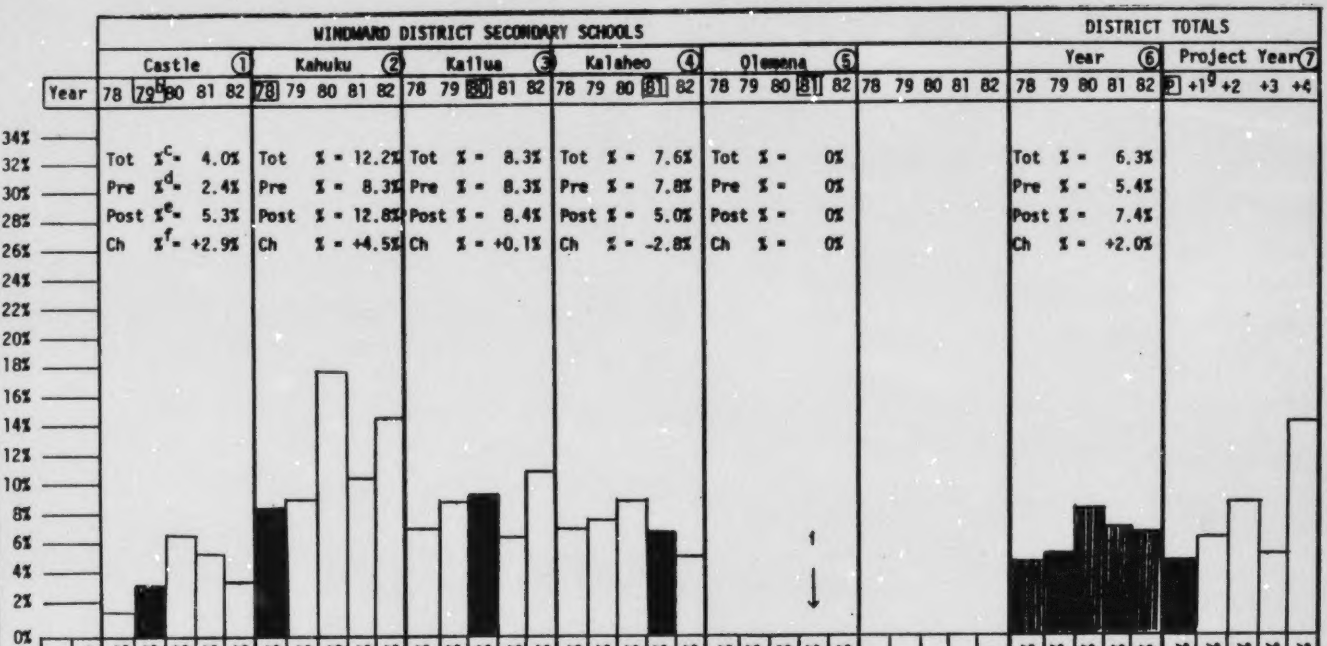
LEGEND		
□	■	▨
% Pre/Post Enroll.	% Proj.Yr. Enroll.	% Total Enroll.

FOOTNOTES

a) Twenty-five courses with traditionally low (< 25%) male or female enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % nontraditional enrollment in these courses over the 5 year period (1978-82).
d) Total % nontraditional enrollment in these courses from 1978 up to and including the Project Year.
e) Total % nontraditional enrollment in these courses from the year after the Project Year up to now including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % nontraditional enrollment for all schools listed, one year after their resp-ctive project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.

Table A-11

Non-Traditional MALE Enrollment Data For a Selected Group of Vocational Education Courses[a] In WINDWARD DISTRICT Secondary Schools (1978-82)



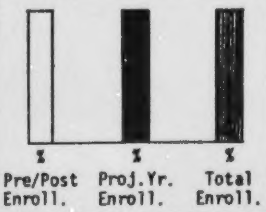
		Castle ①					Kahuku ②				
	Year	78	79[b]	80	81	82	78	79	80	81	82
Enrollment	% Male	1.8%	3.1%	6.4%	5.7%	3.7%	8.3%	8.7%	17.9%	10.4%	14.5%
	Male	11	18	33	23	16	9	8	20	17	17
	Total	605	580	519	400	430	109	92	112	164	117

		Kailua ③					Kalaheo ④				
	Year	78	79	80	81	82	78	79	80	81	82
Enrollment	% Male	7.4%	8.7%	9.0%	6.2%	10.6%	7.6%	7.9%	9.0%	7.0%	5.0%
	Male	19	17	17	8	14	24	14	8	4	3
	Total	257	196	189	130	132	314	177	89	57	60

		Olemena ⑤									
	Year	78	79	80	81	82	78	79	80	81	82
Enrollment	% Male	.0%	.0%	.0%	.0%	.0%					
	Male	0	0	0	0	0					
	Total	0	4	6	6	5					

		DISTRICT TOTALS									
		Year ⑥					Project Year ⑦				
	Year	78	79	80	81	82	P	+1[g]	+2	+3	+4
Enrollment	% Male	4.9%	5.5%	8.6%	6.9%	6.8%	5.1%	6.5%	8.9%	5.6%	14.5%
	Male	63	57	78	52	50	48	52	57	33	17
	Total	1265	1045	909	757	739	941	806	644	594	117
	No. Schools[h]						5	5	3	2	1

LEGEND

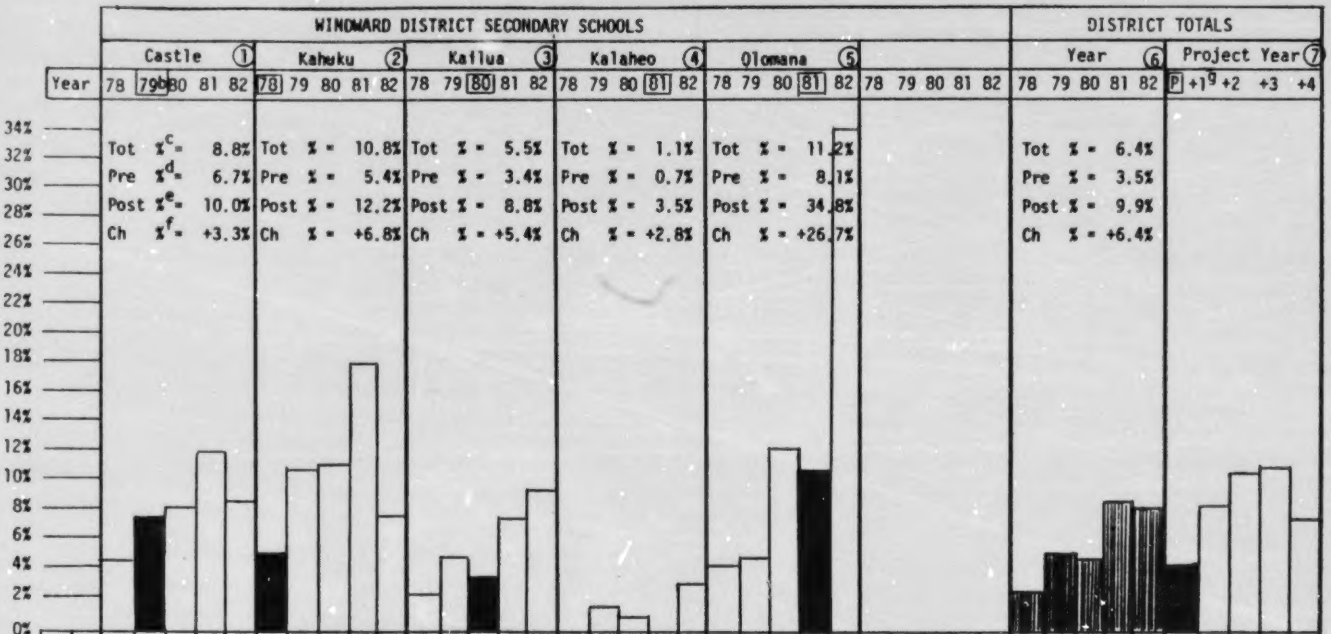


FOOTNOTES

a) Twelve courses with traditionally low (< 25%) male enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the Project Year").
c) Total % male enrollment in these courses over the 5 year period (1978-82).
d) Total % male enrollment in these courses from 1978 up to and including the Project Year.
e) Total % male enrollment in these courses from the year after the Project Year up to now including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % male enrollment for all schools listed, ine year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.
i) Indicates "Project Year" when nontraditional enrollment = 0.

Table A-12

Non-Traditional $\boxed{\text{FEMALE}}$ Enrollment Data For a Selected Group of Vocational Education Courses[a] In WINDWARD DISTRICT Secondary Schools (1978-82)



Castle ①
Tot %[c] = 8.8%
Pre %[d] = 6.7%
Post %[e] = 10.0%
Ch %[f] = +3.3%

Kahuku ②
Tot % = 10.8%
Pre % = 5.4%
Post % = 12.2%
Ch % = +6.8%

Kailua ③
Tot % = 5.5%
Pre % = 3.4%
Post % = 8.8%
Ch % = +5.4%

Kalaheo ④
Tot % = 1.1%
Pre % = 0.7%
Post % = 3.5%
Ch % = +2.8%

Olomana ⑤
Tot % = 11.2%
Pre % = 8.1%
Post % = 34.8%
Ch % = +26.7%

District Totals, Year ⑥
Tot % = 6.4%
Pre % = 3.5%
Post % = 9.9%
Ch % = +6.4%

	Castle ①					Kahuku ②				
Year	78	$\boxed{79}$[b]	80	81	82	$\boxed{78}$	79	80	81	82
Enrollment % Female	5.4%	7.9%	8.2%	12.2%	8.8%	5.4%	11.2%	11.5%	18.2%	7.9%
Enrollment Female	13	19	23	41	20	5	11	9	16	7
Enrollment Total	240	240	279	336	228	93	98	78	88	89

	Kailua ③					Kalaheo ④				
Year	78	79	$\boxed{80}$	81	82	78	79	80	$\boxed{81}$	82
Enrollment % Female	2.2%	4.9%	3.4%	7.9%	9.7%	.0%	1.9%	0.9%	.0%	3.5%
Enrollment Female	5	10	7	17	19	0	4	2	0	5
Enrollment Total	227	205	206	215	195	240	215	219	175	142

	Olomana ⑤									
Year	78	79	80	$\boxed{81}$	82	78	79	80	81	82
Enrollment % Female	4.4%	4.8%	12.5%	11.5%	34.8%					
Enrollment Female	3	1	4	6	8					
Enrollment Total	68	21	32	52	23					

	DISTRICT TOTALS Year ⑥					DISTRICT TOTALS Project Year ⑦				
Year	78	79	80	81	82	$\boxed{P}$	+1[g]	+2	+3	+4
Enrollment % Female	3.0%	5.8%	5.5%	9.2%	8.7%	4.8%	8.5%	11.3%	11.4%	7.9%
Enrollment Female	26	45	45	80	59	37	64	69	36	7
Enrollment Total	868	779	814	866	677	766	757	609	316	89
No. Schools[h]						5	5	3	2	1

LEGEND

□	■	▥
% Pre/Post Enroll.	% Proj.Yr. Enroll.	% Total Enroll.

FOOTNOTES

a) Thirteen courses with traditionally low (< 25%) female enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % female enrollment in these courses over the 5 year period (1978-82).
d) Total % female enrollment in these courses from 1978 up to and including the Project Year.
e) Total % female enrollment in these courses from the year after the Project Year up to now including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % female enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.

Table B-21

Number and Percentage of Former WINDWARD DISTRICT Secondary Students
Enrolled in Nontraditional Male and Female Voc. Ed. Areas
at Six U.H. Community Colleges, Fall 1980, 1981 and 1982
By WINDWARD DISTRICT SCHOOLS

WINDWARD DISTRICT SECONDARY SCHOOLS

NON-TRADITIONAL VOC ED AREAS			Castle			Kahuku			Kailua			Kalaheo			Olomana						DISTRICT TOTALS		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	0	1.8	0	0	33.3	12.5	0	0	0	0	0	0							0	2.0	1.1
		N	0	1	0	0	1	1	0	0	0	0	0	0							0	2	1
		Tot	26	57	49	1	3	8	13	26	25	5	16	10							45	102	92
	Health Science	%	100.0	0	33.3		0	0	13.3	0	16.7	0	0	0							17.6	0	15.4
		N	1	0	1		0	0	2	0	1	0	0	0							3	0	2
		Tot	1	3	3		1	2	15	6	6	1	1	2							17	11	13
	Public Service	%	0	8.0	0		0	0	11.1	0	0		0	0							5.7	4.4	0
		N	0	2	0		0	0	2	0	0		0	0							2	2	0
		Tot	17	25	12		1	2	18	11	9		8	4							35	45	27
	Trades/Tech.	%	0	0	11.1	0		0	16.7	16.7	0	33.3	16.7	0			0				8.7	8.0	5.9
		N	0	0	1	0		0	1	1	0	1	1	0			0				2	2	1
		Tot	12	13	9	2		2	6	6	2	3	6	2			2				23	25	17
	TOTAL MALE NON-TRAD.	%	1.8	3.1	2.7	0	20.0	7.1	9.6	2.0	2.4	11.1	3.2	0			0				5.8	3.3	2.7
		N	1	3	2	0	1	1	5	1	1	1	1	0			0				7	6	4
		Tot	56	98	73	3	5	14	52	49	42	9	31	18			2				120	183	149
FEMALE NON-TRAD. AREAS	Agriculture	%	0	0	33.3		0	0	0	0	16.7		0	0							0	0	18.2
		N	0	0	1		0	0	0	0	1		0	0							0	0	2
		Tot	1	2	3		1	1	2	2	6		1	1							3	6	11
	Public Service	%	6.3	9.1	0	100.0	0	0	0	0	9.1	0	0	0							5.3	2.9	3.4
		N	1	1	0	1	0	0	0	0	1	0	0	0							2	1	1
		Tot	16	11	8	1	4	4	16	16	11	5	4	6							38	35	29
	Technical	%	10.3	19.0	10.5	0	0	0	0	6.3	10.3	0	0	0							3.5	11.9	8.6
		N	3	8	4	0	0	0	0	2	4	0	0	0							3	10	8
		Tot	29	42	38	10	6	2	40	32	39	7	4	14							86	84	93
	Trades/Tech.	%	7.2	6.0	3.8	0	0	0	11.3	7.3	3.4	0	0	6.7	0	0	0				7.1	5.2	3.6
		N	8	6	3	0	0	0	6	4	2	0	0	1	0	0	0				14	10	6
		Tot	111	100	78	13	18	13	53	55	58	15	17	15	6	2	1				198	192	165
	TOTAL FEMALE NON-TRAD.	%	7.6	9.7	6.3	4.2	0	0	5.4	5.7	7.0	0	0	2.8	0	0	0				5.8	6.6	5.7
		N	12	15	8	1	0	0	6	6	8	0	0	1	0	0	0				19	21	17
		Tot	157	155	127	24	29	20	111	105	114	27	26	36	6	2	1				325	317	298
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	6.1	7.1	5.0	3.7	2.9	2.9	6.7	4.5	5.8	2.8	1.8	1.9	0	0	0				5.8	5.4	4.7
		N	13	18	10	1	1	1	11	7	9	1	1	1	0	0	0				26	27	21
		Tot	213	253	200	27	34	34	163	154	156	36	57	54	6	2	3				445	500	447

Table B-22

Number and Percentage of Former Castle High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	0	0	0	0	0	0	0	4.0	0	0							0		0	1.8	0
		N	0	0	0	0	0	0	0	1	0	0							0		0	1	0
		Tot	1	5	4	6	26	16	18	25	29	1							1		26	57	49
	Health Science	%				100.0	0	33.3								0					100.0	0	33.3
		N				1	0	1								0					1	0	1
		Tot				1	2	3								1					1	3	3
	Public Service	%	0	8.7	0		0								0	0					0	8.0	0
		N	0	2	0		0								0	0					0	2	0
		Tot	16	23	12		1								1	1					17	25	12
	Trades/Tech.	%	0	0	11.1																0	0	11.1
		N	0	0	1																0	0	1
		Tot	12	13	9																12	13	9
	TOTAL MALE NON-TRAD.	%	0	4.9	4.0	14.3	0	5.3	0	4.0	0	0			0	0			0		1.8	3.1	2.7
		N	0	2	1	1	0	1	0	1	0	0			0	0			0		1	3	2
		Tot	29	41	25	7	29	19	18	25	29	1			1	2			1		56	98	73
FEMALE NON-TRAD. AREAS	Agriculture	%								0	33.3	0	0								0	0	33.3
		N								0	1	0	0								0	0	1
		Tot								1	3	1	1								1	2	3
	Public Service	%	6.3	9.1	0																6.3	9.1	0
		N	1	1	0																1	1	0
		Tot	16	11	8																16	11	8
	Technical	%	10.3	19.0	10.5																10.3	19.0	10.5
		N	3	8	4																3	8	4
		Tot	29	42	38																29	42	38
	Trades/Tech.	%	8.0	6.0	4.8				0	0	0	16.7	25.0	0	0	0					7.2	6.0	3.8
		N	7	5	3				0	0	0	1	1	0	0	0					8	6	3
		Tot	88	83	63				16	12	14	6	4	1	1	1					111	100	78
	TOTAL FEMALE NON-TRAD.	%	8.3	10.3	6.4				0	0	5.9	14.3	20.0	0	0	0					7.6	9.7	6.3
		N	11	14	7				0	0	1	1	1	0	0	0					12	15	8
		Tot	133	136	109				16	13	17	7	5	1	1	1					157	155	127
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	6.8	9.0	6.0	14.3	0	5.3	0	2.6	2.2	12.5	20.0	0	0	0			0		6.1	7.1	5.0
		N	11	16	8	1	0	1	0	1	1	1	1	0	0	0			0		13	18	10
		Tot	162	177	134	7	29	19	34	38	46	8	5	1	2	3			1		213	253	200

Table B-23

Number and Percentage of Former Kahuku High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0			0	0		100.0	16.7	0									0	33.3	12.5
		N		0			0	0		1	1	0									0	1	1
		Tot		1			1	2		1	6	1									1	3	8
	Health Science	%					0										0					0	0
		N					0										0					0	0
		Tot					1										2					1	2
	Public Service	%		0	0			0														0	0
		N		0	0			0														0	0
		Tot		1	1			1														1	2
	Trades/Tech.	%	0		0							0									0		0
		N	0		0							0									0		0
		Tot	1		2							1									2		2
	TOTAL MALE NON-TRAD.	%	0	0	0		0	0		100.0	16.7	0					0				0	20.0	7.1
		N	0	0	0		0	0		1	1	0					0				0	1	1
		Tot	1	2	3		2	3		1	6	2					2				3	5	14
FEMALE NON-TRAD. AREAS	Agriculture	%								0	0											0	0
		N								0	0											0	0
		Tot								1	1											1	1
	Public Service	%	100.0	0	0																100.0	0	0
		N	1	0	0																1	0	0
		Tot	1	4	4																1	4	4
	Technical	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	10	6	2																10	6	2
	Trades/Tech.	%	0	0	0				0	0	0	0	0	0							0	0	0
		N	0	0	0				0	0	0	0	0	0							0	0	0
		Tot	10	5	11				2	12	1	1	1	1							13	18	13
	TOTAL FEMALE NON-TRAD.	%	4.8	0	0				0	0	0	0	0	0							4.2	0	0
		N	1	0	0				0	0	0	0	0	0							1	0	0
		Tot	21	15	17				2	13	2	1	1	1							24	29	20
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	4.5	0	0		0	0	0	7.1	12.5	0	0	0			0				3.7	2.9	2.9
		N	1	0	0		0	0	0	1	1	0	0	0			0				1	1	1
		Tot	22	17	20		2	3	2	14	8	3	1	1			2				27	34	34

Table B-24

Number and Percentage of Former Kailua High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	0	0	0	0	0	0	0	9.1	0	0	0	0		0					0	3.8	0
		N	0	0	0	0	0	0	0	1	0	0	0	0		0					0	1	0
		Tot	2	5	2	5	8	12	5	11	9	1	1	2		1					13	26	25
	Health Science	%				18.2	0	33.3							0	0		0	0	0	13.3	0	16.7
		N				2	0	1							0	0		0	0	0	2	0	1
		Tot				11	3	3							1	1		3	2	3	15	6	6
	Public Service	%	14.3	0	0	0	0	0							0						11.1	0	0
		N	2	0	0	0	0	0							0						2	0	0
		Tot	14	8	5	2	3	4							2						18	11	9
	Trades/Tech.	%	16.7	16.7	0																16.7	16.7	0
		N	1	1	0																1	1	0
		Tot	6	6	2																6	6	2
	TOTAL MALE NON-TRAD.	%	13.6	5.3	0	11.1	0	5.3	0	9.1	0	0	0	0	0	0	0	0	0	0	9.6	4.1	2.4
		N	3	1	0	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	5	2	1
		Tot	22	19	9	18	14	19	5	11	9	1	1	2	3	2	0	3	2	3	52	49	42
FEMALE NON-TRAD. AREAS	Agriculture	%								0	33.3	0	0	50.0			0				0	0	16.7
		N								0	1	0	0	1			0				0	0	1
		Tot								1	3	2	1	2			1				2	2	6
	Public Service	%	0	0	9.1																0	0	9.1
		N	0	0	1																0	0	1
		Tot	16	16	11																16	16	11
	Technical	%	0	6.3	10.3																0	6.3	10.3
		N	0	2	4																0	2	4
		Tot	40	32	39																40	32	39
	Trades/Tech.	%	9.1	6.4	1.9				33.3	33.3	25.0	0	0				0		0		11.3	7.3	3.4
		N	4	3	1				2	1	1	0	0				0		0		6	4	2
		Tot	44	47	53				6	3	4	3	3				1		2		53	55	58
	TOTAL FEMALE NON-TRAD.	%	4.0	5.3	5.8	0	0	0	33.3	25.0	28.6	0	0	50.0	0	0	0	0	0	0	5.4	5.7	7.0
		N	4	5	6	0	0	0	2	1	2	0	0	1	0	0	0	0	0	0	6	6	8
		Tot	100	95	103	0	0	0	6	4	7	5	4	2	0	0	2	0	2	0	111	105	114
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	5.7	5.3	5.4	11.1	0	5.3	18.2	13.3	12.5	0	0	25.0	0	0	0	0	0	0	6.7	5.1	5.8
		N	7	6	6	2	0	1	2	2	2	0	0	1	0	0	0	0	0	0	11	8	9
		Tot	122	114	112	18	14	19	11	15	16	6	5	4	3	2	2	3	4	3	163	154	156

Table B-25

Number and Percentage of Former Kalaheo High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0	0	0	0	0	0	0	0										0	0	0
		N		0	0	0	0	0	0	0	0										0	0	0
		Tot		5	3	1	2	1	4	9	5										5	16	9
	Health Science	%				0	0	0													0	0	0
		N				0	0	0													0	0	0
		Tot				1	1	2													1	1	2
	Public Service	%		0	0																0	0	0
		N		0	0																0	0	0
		Tot		8	4																0	8	4
	Trades/Tech.	%	33.3	16.7	0																33.3	16.7	0
		N	1	1	0																1	1	0
		Tot	3	6	2																3	6	2
	TOTAL MALE NON-TRAD.	%	33.3	5.3	0	0	0	0	0	0	0										11.1	3.2	0
		N	1	1	0	0	0	0	0	0	0										1	1	0
		Tot	3	19	9	2	3	3	4	9	5										9	31	17
FEMALE NON-TRAD. AREAS	Agriculture	%											0	0								0	0
		N											0	0								0	0
		Tot											1	1								1	1
	Public Service	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	5	4	6																5	4	6
	Technical	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	7	4	14																7	4	14
	Trades/Tech.	%	0	0	0				0	0	25.0	0	0	0							0	0	6.7
		N	0	0	0				0	0	1	0	0	0							0	0	1
		Tot	10	15	9				4	1	4	1	1	2							15	17	15
	TOTAL FEMALE NON-TRAD.	%	0	0	0				0	0	25.0	0	0	0							0	0	2.8
		N	0	0	0				0	0	1	0	0	0							0	0	1
		Tot	22	23	29				4	1	4	1	2	3							27	26	36
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	4.0	2.4	0	0	0	0	0	0	11.1	0	0	0							2.8	1.8	1.9
		N	1	1	0	0	0	0	0	0	1	0	0	0							1	1	1
		Tot	25	42	38	2	3	3	8	10	9	1	2	3							36	57	53

Table B-26

Number and Percentage of Former Olomana High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

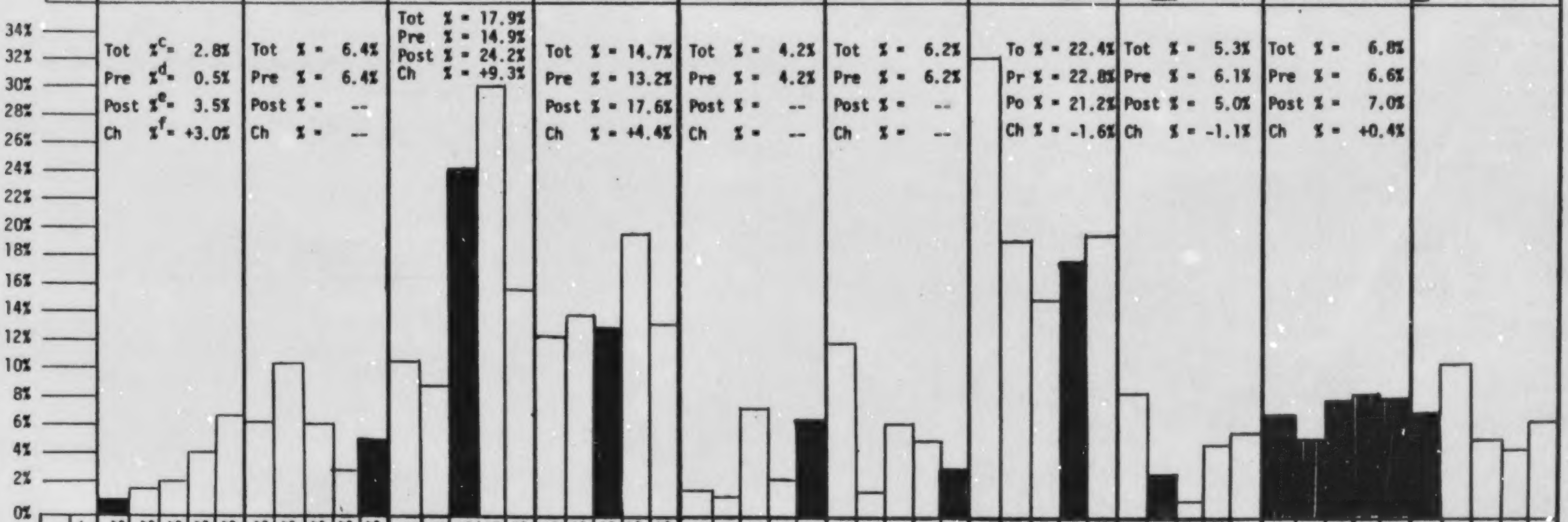
COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%																					
		N																					
		Tot																					
	Health Science	%																					
		N																					
		Tot																					
	Public Service	%																					
		N																					
		Tot																					
	Trades/Tech.	%			0																		0
		N			0																		0
		Tot			2																		2
	TOTAL MALE NON-TRAD.	%	0	0	0				0	0	0	0	0	0							0	0	0
		N	0	0	0				0	0	0	0	0	0							0	0	0
		Tot	0	0	2				0	0	0	0	0	0							0	0	2
FEMALE NON-TRAD. AREAS	Agriculture	%																					
		N																					
		Tot																					
	Public Service	%																					
		N																					
		Tot																					
	Technical	%																					
		N																					
		Tot																					
	Trades/Tech.	%	0						0	0			0	0							0	0	0
		N	0						0	0			0	0							0	0	0
		Tot	3						3	1			1	1							6	2	1
	TOTAL FEMALE NON-TRAD.	%	0	0	0				0	0	0	0	0	0							0	0	0
		N	0	0	0				0	0	0	0	0	0							0	0	0
		Tot	3	0	0				3	1	0	0	1	1							6	2	1
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	0	0	0				0	0	0	0	0	0							0	0	0
		N	0	0	0				0	0	0	0	0	0							0	0	0
		Tot	3	0	2				3	1	0	0	1	1							6	2	3

HAWAII

Table A-13

Total Non-Traditional Enrollment Data For a Selected Group of Vocational Education Courses[a] In HAWAII DISTRICT Secondary Schools (1978-82)



HAWAII DISTRICT SECONDARY SCHOOLS

	Hilo ①					Honokaa ②					Kau ③				
Year	78[b]	79	80	81	82	78	79	80	81	82	78	79	80	81	82
Enrollment % Non-Trad	0.5%	1.7%	2.0%	4.1%	7.0%	6.4%	10.4%	6.3%	3.1%	5.0%	11.2%	9.1%	24.4%	30.6%	16.2%
Enrollment Non T.	2	7	8	15	22	7	15	9	4	6	16	15	38	38	16
Enrollment Total	412	414	402	363	316	110	144	143	129	121	143	165	156	124	99

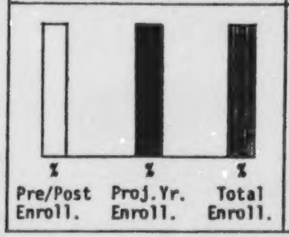
	Kohala ④					Konawaena ⑤					Laupahoehoe ⑥				
Year	78	79	80	81	82	78	79	80	81	82	78	79	80	81	82
Enrollment % Non-Trad	12.7%	13.9%	13.1%	20.3%	13.3%	1.9%	1.8%	7.8%	2.3%	6.8%	12.3%	1.8%	6.3%	5.6%	3.3%
Enrollment Non T.	20	24	17	29	12	5	6	25	7	22	7	1	3	1	1
Enrollment Total	158	173	130	143	90	269	339	319	305	324	57	56	48	18	30

	Pahoa ⑦					Waiakea ⑧				
Year	78	79	80	81	82	78	79	80	81	82
Enrollment % Non-Trad	33.7%	20.0%	15.9%	17.9%	21.2%	9.3%	3.2%	1.7%	5.5%	6.1%
Enrollment Non T.	33	15	13	10	22	11	4	2	13	14
Enrollment Total	98	75	82	56	104	118	126	117	235	228

DISTRICT TOTALS

	Year ⑨					Project Year ⑩				
Year	78	79	80	81	82	P	+1[g]	+2	+3	+4
Enrollment % Non-Trad	7.4%	5.8%	8.2%	8.5%	8.4%	7.4%	10.9%	5.9%	4.9%	7.0%
Enrollment Non T.	101	87	115	117	115	100	98	49	29	22
Enrollment Total	1356	1492	1397	1373	1365	1355	902	826	591	316
No. Schools[h]						8	5	4	2	1

LEGEND

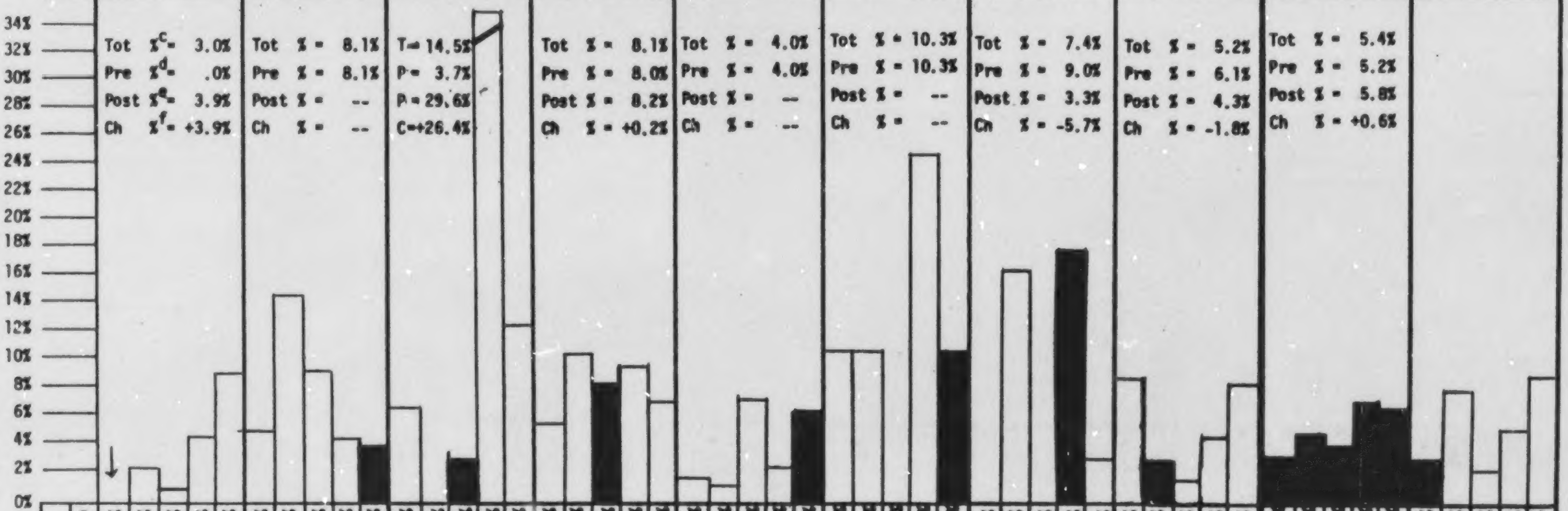


FOOTNOTES

a) Twenty-five courses with traditionally low (< 25%) male or female enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % nontraditional enrollment in these courses over the 5 year period (1978-82).
d) Total % nontraditional enrollment in these courses from 1978 up to and including the Project Year.
e) Total % nontraditional enrollment in these courses from the year after the Project Year up to now.including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % nontraditional enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.

Table A-14

Non-Traditional MALE Enrollment Data
For a Selected Group of Vocational Education Courses[a]
In HAWAII DISTRICT Secondary Schools (1978-82)



HAWAII DISTRICT SECONDARY SCHOOLS

Hilo ①
Tot %[c] = 3.0%
Pre %[d] = .0%
Post %[e] = 3.9%
Ch %[f] = +3.9%

Honokaa ②
Tot % = 8.1%
Pre % = 8.1%
Post % = --
Ch % = --

Kau ③
T= 14.5%
P= 3.7%
P = 29.6%
C=+26.4%

Kohala ④
Tot % = 8.1%
Pre % = 8.0%
Post % = 8.2%
Ch % = +0.2%

Konawaena ⑤
Tot % = 4.0%
Pre % = 4.0%
Post % = --
Ch % = --

Laupahoehoe ⑥
Tot % = 10.3%
Pre % = 10.3%
Post % = --
Ch % = --

Pahoa ⑦
Tot % = 7.4%
Pre % = 9.0%
Post % = 3.3%
Ch % = -5.7%

Waiakea ⑧
Tot % = 5.2%
Pre % = 6.1%
Post % = 4.3%
Ch % = -1.8%

DISTRICT TOTALS

Year ⑨
Tot % = 5.4%
Pre % = 5.2%
Post % = 5.8%
Ch % = +0.6%

		Hilo ①					Honokaa ②					Kau ③				
Year		**78**[b]	79	80	81	82	78	79	80	81	**82**	78	79	**80**	81	82
Enrollment	% Male	.0%	2.2%	0.6%	4.5%	9.1%	4.9%	14.3%	9.4%	4.5%	4.2%	6.7%	.0%	2.9%	38.3%	12.5%
	Male	0	5	1	7	15	3	14	8	4	2	2	0	1	18	3
	Total	242	226	170	156	165	61	98	85	89	48	30	30	35	47	24

		Kohala ④					Konawaena ⑤					Laupahoehoe ⑥				
Year		78	79	**80**	81	82	78	79	80	81	**82**	78	79	80	81	**82**
Enrollment	% Male	5.8%	10.5%	8.1%	9.4%	6.9%	1.8%	1.4%	7.5%	2.4%	6.7%	11.1%	11.1%	.0%	25.0%	11.1%
	Male	3	5	3	3	2	2	2	11	3	8	1	1	0	1	1
	Total	52	48	37	32	29	113	147	146	125	119	9	9	8	4	9

		Pahoa ⑦					Waiakea ⑧				
Year		78	79	80	**81**	82	78	**79**	80	81	82
Enrollment	% Male	.0%	16.7%	.0%	18.2%	3.3%	9.3%	3.2%	1.7%	4.6%	8.2%
	Male	0	3	0	4	1	11	4	2	5	6
	Total	7	18	31	22	30	118	126	117	109	73

		DISTRICT TOTALS									
		Year ⑨					Project Year ⑩				
Year		78	79	80	81	82	**P**	+1[g]	+2	+3	+4
Enrollment	% Male	3.5%	4.8%	4.1%	7.7%	7.6%	3.7%	8.1%	3.3%	5.7%	9.1%
	Male	22	34	26	45	38	23	27	11	13	15
	Total	632	702	629	584	497	616	335	332	229	165
No. Schools[h]							8	5	4	2	1

LEGEND

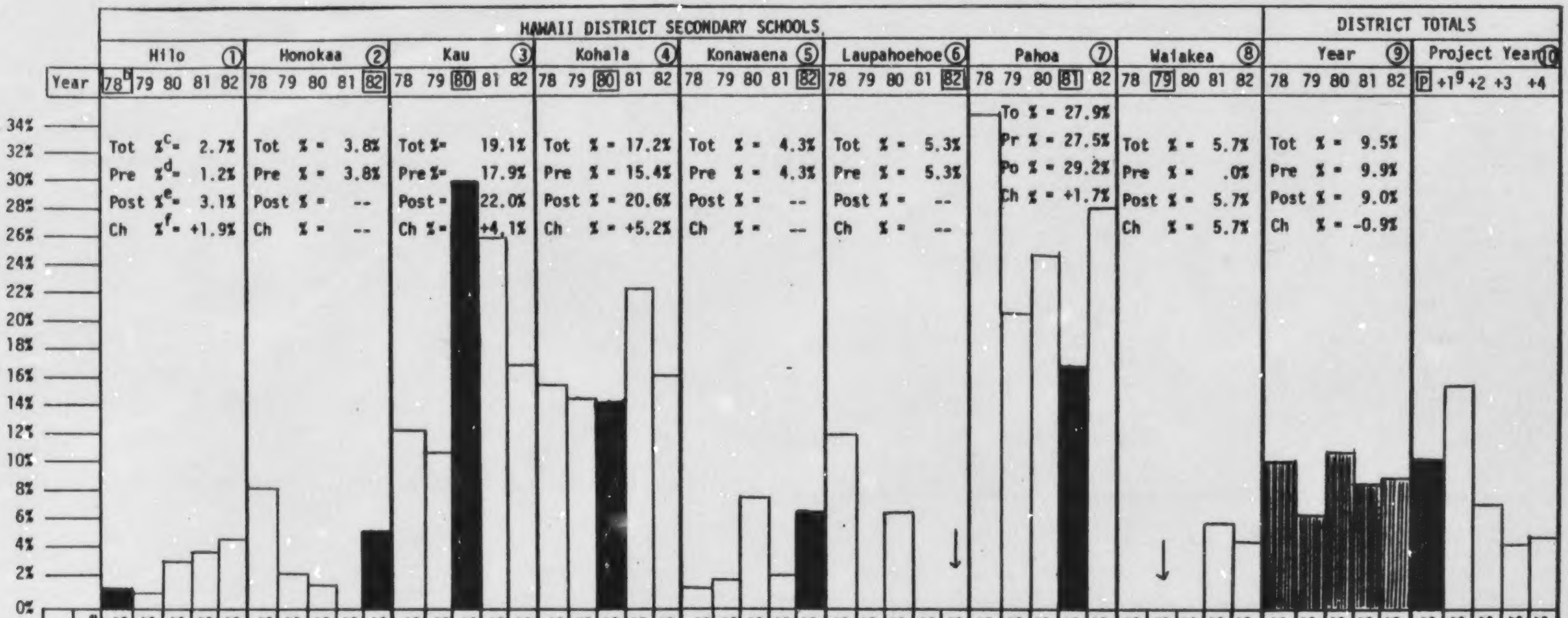
☐	■	■
% Pre/Post Enroll.	% Proj.Yr. Enroll.	% Total Enroll.

FOOTNOTES

a) Twelve courses with traditionally low (< 25%) male enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % male enrollment in these courses over the 5 year period (1978-82)
d) Total % male enrollment in these courses from 1978 up to and including the Project Year.
e) Total % male enrollment in these courses from the year after the Project Year up to and including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages
g) Total % male enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.

Table A-15

Non-Traditional FEMALE Enrollment Data
For a Selected Group of Vocational Education Courses[a]
In HAWAII DISTRICT Secondary Schools (1978-82)



Hilo ①
Tot %[c] = 2.7%
Pre %[d] = 1.2%
Post %[e] = 3.1%
Ch %[f] = +1.9%

Honokaa ②
Tot % = 3.8%
Pre % = 3.8%
Post % = --
Ch % = --

Kau ③
Tot % = 19.1%
Pre % = 17.9%
Post = 22.0%
Ch % = +4.1%

Kohala ④
Tot % = 17.2%
Pre % = 15.4%
Post % = 20.6%
Ch % = +5.2%

Konawaena ⑤
Tot % = 4.3%
Pre % = 4.3%
Post % = --
Ch % = --

Laupahoehoe ⑥
Tot % = 5.3%
Pre % = 5.3%
Post % = --
Ch % = --

Pahoa ⑦
To % = 27.9%
Pr % = 27.5%
Po % = 29.2%
Ch % = +1.7%

Waiakea ⑧
Tot % = 5.7%
Pre % = .0%
Post % = 5.7%
Ch % = 5.7%

Year ⑨
Tot % = 9.5%
Pre % = 9.9%
Post % = 9.0%
Ch % = -0.9%

		Hilo ①					Honokaa ②					Kau ③					Kohala ④				
Year		$\boxed{78}$[b]	79	80	81	82	78	79	80	81	$\boxed{82}$	78	79	$\boxed{80}$	81	82	78	79	$\boxed{80}$	81	82
Enrollment	% Female	1.2%	1.1%	3.0%	3.9%	4.6%	8.2%	2.2%	1.7%	.0%	5.5%	12.4%	11.1%	30.6%	26.2%	17.3%	16.0%	15.2%	15.1%	22.8%	16.4%
	Female	2	2	7	8	7	4	1	1	0	4	14	15	37	22	13	17	19	14	26	10
	Total	170	188	232	207	151	49	46	58	40	73	113	135	121	84	75	106	125	93	114	61

		Konawaena ⑤					Laupahoehoe ⑥					Pahoa ⑦					Waiakea ⑧				
Year		78	79	80	81	$\boxed{82}$	78	79	80	81	$\boxed{82}$	78	79	80	$\boxed{81}$	82	78	$\boxed{79}$	80	81	82
Enrollment	% Female	1.9%	2.1%	8.1%	2.2%	6.8%	12.5%	.0%	7.5%	.0%	.0%	36.3%	21.1%	25.5%	17.6%	28.4%	.0%	.0%	.0%	6.3%	5.2%
	Female	3	4	14	4	14	6	0	3	0	0	33	12	13	6	21	0	0	0	8	8
	Total	156	192	173	180	205	48	47	40	14	21	91	57	51	34	74	0	0	0	126	155

		Year ⑨					Project Year ⑩				
Year		78	79	80	81	82	$\boxed{P}$	+1[g]	+2	+3	+4
Enrollment	% Female	10.8%	6.7%	11.6%	9.3%	9.4%	10.7%	16.1%	7.7%	4.4%	4.6%
	Female	79	53	89	74	77	77	71	38	16	7
	Total	733	790	768	799	815	717	442	494	362	151
							8	5	4	2	1
							No. Schools[h]				

LEGEND

□	■	▥
% Pre/Post Enroll.	% Proj.Yr. Enroll.	% Total Enroll.

FOOTNOTES

a) Thirteen courses with traditionally low (< 25%) female enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % female enrollment in these courses over the 5 year period (1978-82).
d) Total % female enrollment in these courses from 1978 up to and including the Project Year.
e) Total % female enrollment in these courses fromthe year after the Project Year up to now including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % female enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.

Table B-27

Number and Percentage of Former HAWAII DISTRICT Secondary Students[a]
Enrolled in Nontraditional Male and Female Voc. Ed. Areas
at Six U.H. Community Colleges, Fall 1960, 1981 and 1982
By HAWAII DISTRICT SCHOOLS

HAWAII DISTRICT SECONDARY SCHOOLS

NON-TRADITIONAL VOC ED AREAS			Hilo			Honokaa			Kau			Kohala			Konawaena			Laupahoehoe			Pahoa			Waiakea			DISTRICT TOTALS		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1960	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0	0	0	0	0	0	0	0	0	50.0	50.0	33.3	0	0	0				0	0	0	0	0	7.7	6.3	7.1
		N		0	0	0	0	0	0	0	0	0	1	1	1	0	0	0				0	0	0	0	0	1	1	1
		Tot		5	5	5	2	1	1	2	1	2	2	2	3	3	2	1				1	1	1	1	2	13	16	14
	Health Sci	%	33.3	50.0	0	0		100.0			0		100.0		0	0	33.3								0	0	20.0	40.0	25.0
		N	1	1	0	0		1			0		1		0	0	1								0	0	1	2	2
		Tot	3	2	2	1		1			1		1		1	1	3								1	1	5	5	8
	Public Serv.	%	0	0	0	0	0	0	0					100.0	0	0	0			0							0	0	11.1
		N	0	0	0	0	0	0	0					1	0	0	0			0							0	0	1
		Tot	8	3	2	1	2	2	1					1	1	4	3			1							11	9	9
	Trades/Tech.	%	0	0																				0	0		0	0	
		N	0	0																				0	0		0	0	
		Tot	4	2																				1	1		5	3	
	TOTAL MALE NON-TRAD.	%	6.7	8.3	0	0	0	25.0	0	0	0	0	66.7	66.7	20.0	0	12.5	0		0		0	0	0	0	0	5.9	9.1	12.9
		N	1	1	0	0	0	1	0	0	0	0	2	2	1	0	1	0		0		0	0	0	0	0	2	3	4
		Tot	15	12	9	7	4	4	2	2	2	2	3	3	5	8	8	1		1		1	1	2	3	3	34	33	31
FEMALE NON-TRAD. AREAS	Agriculture	%						0		0	0				0	0				0							0	0	0
		N						0		0	0				0	0				0							0	0	0
		Tot						1		1	1				1	1				1							1	2	3
	Public Serv.	%	0	0	0	0	0	0	0			0	0		0		0			0						0	0	0	0
		N	0	0	0	0	0	0	0			0	0		0		0			0						0	0	0	0
		Tot	2	1	3	1	1	1	2			1	1		2		2			1						1	8	3	8
	Technical	%	0	0	0	0	0	0	0						33.3	0	0									0	11.1	0	0
		N	0	0	0	0	0	0	0						2	0	0									0	2	0	0
		Tot	8	6	14	2	4	4	2						6	4	6									1	18	14	25
	Trades/Tech.	%	0	21.4	0	0	0	0	0	0	0	0	0	0	0	0	0			0	0				0		0	8.1	0
		N	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0			0	0				0		0	3	0
		Tot	10	14	16	6	5	1	2	1	2	2	5	5	5	11	6			4	1				1		26	37	34
	TOTAL FEMALE NON-TRAD.	%	0	14.3	0	0	0	0	0	0	0	0	0	0	14.3	0	0			0	0				0	0	3.8	5.4	0
		N	0	3	0	0	0	0	0	0	0	0	0	0	2	0	0			0	0				0	0	2	3	0
		Tot	20	21	33	9	10	7	6	2	3	3	6	5	14	16	14			6	1				1	2	53	56	70
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	2.9	12.1	0	0	0	9.0	0	0	0	0	22.2	25.0	15.8	0	4.5	0		0	0	0	0	0	0	0	4.6	6.7	4.0
		N	1	4	0	0	0	1	0	0	0	0	2	2	3	0	1	0		0	0	0	0	0	0	0	4	6	4
		Tot	35	33	42	16	14	11	8	4	5	5	9	8	19	24	22	1		7	1	1	1	2	4	5	87	89	101

a) Since Hawaii Community College data were not included in these Tables, the figures below represent only "off island" (of the island of Hawaii) community college attendance.

Table B-28

Number and Percentage of Former Hilo High School Students[a] Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0			0	0						0		0	0					0	0
		N		0			0	0						0		0	0					0	0
		Tot		1			3	3						1		1	1					5	5
	Health Science	%				50.0									0	50.0	0				33.3	50.0	0
		N				1									0	1	0				1	1	0
		Tot				2									1	2	2				3	2	2
	Public Service	%	0	0	0	0		0													0	0	0
		N	0	0	0	0		0													0	0	0
		Tot	5	3	1	3		1													8	3	2
	Trades/Tech.	%	0	0																	0	0	
		N	0	0																	0	0	
		Tot	4	2																	4	2	
	TOTAL MALE NON-TRAD.	%	0	0	0	20.0	0	0	0	0	0	0	0	0	0	33.3	0	0	0	0	6.7	8.3	0
		N	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0
		Tot	9	6	1	5	3	4	0	0	0	0	0	1	1	3	3	0	0	0	15	12	9
FEMALE NON-TRAD. AREAS	Agriculture	%																					
		N																					
		Tot																					
	Public Service	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	2	1	3																2	1	3
	Technical	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	8	6	14																8	6	14
	Trades/Tech.	%	0	20.0	0							0	50.0	0		0	0	0	0	0	0	21.4	0
		N	0	2	0							0	1	0		0	0	0	0	0	0	3	0
		Tot	6	10	12							3	2	2		1	1	1	1	1	10	14	16
	TOTAL FEMALE NON-TRAD.	%	0	11.8	0	0	0	0	0	0	0	0	50.0	0	0	0	0	0	0	0	0	14.3	0
		N	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	3	0
		Tot	16	17	29	0	0	0	0	0	0	3	2	2	0	1	1	1	1	1	20	21	33
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	0	8.7	0	20.0	0	0	0	0	0	0	50.0	0	0	25.0	0	0	0	0	2.9	12.1	0
		N	0	2	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	4	0
		Tot	25	23	30	5	3	4	0	0	0	3	2	3	1	4	4	1	1	1	35	33	42

a) See footnote on Table B-27.

Table B-29

Number and Percentage of Former Honokaa High School Students[a] Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%				0	0	0													0	0	0
		N				0	0	0													0	0	0
		Tot				5	2	1													5	2	1
	Health Science	%				0		100.0													0		100.0
		N				0		1													0		1
		Tot				1		1													1		1
	Public Service	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	1	2	2																1	2	2
	Trades/Tech.	%																					
		N																					
		Tot																					
	TOTAL MALE NON-TRAD.	%	0	0	0	0	0	50.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25.0
		N	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
		Tot	1	2	2	6	2	2	0	0	0	0	0	0	0	0	0	0	0	0	7	4	4
FEMALE NON-TRAD. AREAS	Agriculture	%												0									0
		N												0									0
		Tot												1									1
	Public Service	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	1	1	1																1	1	1
	Technical	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	2	4	4																2	4	4
	Trades/Tech.	%	0	0	0							0									0	0	0
		N	0	0	0							0									0	0	0
		Tot	5	5	1							1									6	5	1
	TOTAL FEMALE NON-TRAD.	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Tot	8	10	6	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	9	10	7
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	0	0	0	0	0	50.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9.1
		N	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
		Tot	9	12	8	6	2	2	0	0	0	1	0	1	0	0	0	0	0	0	16	14	11

Table B-30

Number and Percentage of Former Kau High School Students[a] Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0		0	0	0													0	0	0
		N		0		0	0	0													0	0	0
		Tot		1		1	1	1													1	2	1
	Health Science	%															0						0
		N															0						0
		Tot															1						1
	Public Service	%	0																		0		
		N	0																		0		
		Tot	1																		1		
	Trades/Tech.	%																					
		N																					
		Tot																					
	TOTAL MALE NON-TRAD.	%	0	0	0	0	0	0				0	0	0	0	0	0	0	0	0	0	0	0
		N	0	0	0	0	0	0				0	0	0	0	0	0	0	0	0	0	0	0
		Tot	1	1	0	1	1	1				0	0	0	0	0	1	0	0	0	2	2	2
FEMALE NON-TRAD. AREAS	Agriculture	%											0	0								0	0
		N											0	0								0	0
		Tot											1	1								1	1
	Public Service	%	0																		0		
		N	0																		0		
		Tot	2																		2		
	Technical	%	0																		0		
		N	0																		0		
		Tot	2																		2		
	Trades/Tech.	%	0		0													0	0		0	0	0
		N	0		0													0	0		0	0	0
		Tot	1		2													1	1		2	1	2
	TOTAL FEMALE NON-TRAD.	%	0	0	0	0	0	0				0	0	0	0	0	0	0	0	0	0	0	0
		N	0	0	0	0	0	0				0	0	0	0	0	0	0	0	0	0	0	0
		Tot	5	0	2	0	0	0				0	1	1	0	0	0	1	1	0	6	2	3
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	0	0	0	0	0	0				0	0	0	0	0	0	0	0	0	0	0	0
		N	0	0	0	0	0	0				0	0	0	0	0	0	0	0	0	0	0	0
		Tot	6	1	2	1	1	1				0	1	1	0	0	1	1	1	0	8	4	5

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a) See footnote on Table B-27.

Table B-31

Number and Percentage of Former Kohala High School Students[a] Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%					50.0	50.0													0	50.0	50.0
		N					1	1													0	1	1
		Tot					2	2													0	2	2
	Health Science	%					100.0														0	100.0	0
		N					1														0	1	0
		Tot					1														0	1	0
	Public Service	%						100.0													0	0	100.0
		N						1													0	0	1
		Tot						1													0	0	1
	Trades/Tech.	%																					
		N																					
		Tot																					
	TOTAL MALE NON-TRAD.	%	0	0	0	0	66.7	66.7													0	66.7	66.7
		N	0	0	0	0	2	2													0	2	2
		Tot	0	0	0	0	3	3													0	3	3
FEMALE NON-TRAD. AREAS	Agriculture	%																					
		N																					
		Tot																					
	Public Service	%	0	0																	0	0	
		N	0	0																	0	0	
		Tot	1	1																	1	1	
	Technical	%																					
		N																					
		Tot																					
	Trades/Tech.	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	2	5	5																2	5	5
	TOTAL FEMALE NON-TRAD.	%	0	0	0	0	0	0													0	0	0
		N	0	0	0	0	0	0													0	0	0
		Tot	3	6	5	0	0	0													3	6	5
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	0	0	0	0	66.7	66.7													0	22.2	25.0
		N	0	0	0	0	2	2													0	2	2
		Tot	3	6	5	0	3	3													3	9	8

Table B-32

Number and Percentage of Former Konawaena High School Students[a] Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0		0	0	0					0					100.0			33.3	0	0
		N		0		0	0	0					0					1			1	0	0
		Tot		1		2	1	2					1					1			3	3	2
	Health Science	%				0	0	0									100.0				0	0	33.3
		N				0	0	0									1				0	0	1
		Tot				1	1	2									1				1	1	3
	Public Service	%		0	0	0	0	0													0	0	0
		N		0	0	0	0	0													0	0	0
		Tot		2	1	1	2	2													1	4	3
	Trades/Tech.	%																					
		N																					
		Tot																					
	TOTAL MALE NON-TRAD.	%	0	0	0	0	0	0				0	0	0	0	0	100.0	100.0	0	0	20.0	0	12.5
		N	0	0	0	0	0	0				0	0	0	0	0	1	1	0	0	1	0	1
		Tot	0	3	1	4	4	6				0	1	0	0	0	1	1	0	0	5	8	8
FEMALE NON-TRAD. AREAS	Agriculture	%													0	0					0	0	
		N													0	0					0	0	
		Tot													1	1					1	1	
	Public Service	%	0		0																0		0
		N	0		0																0		0
		Tot	2		2																2		2
	Technical	%	33.3	0	0																33.3	0	0
		N	2	0	0																2	0	0
		Tot	6	4	6																6	4	6
	Trades/Tech.	%	0	0	0										0	0			0		0	0	0
		N	0	0	0										0	0			0		0	0	0
		Tot	4	10	6										1	1			1		5	12	6
	TOTAL FEMALE NON-TRAD.	%	16.7	0	0	0	0	0				0	0	0	0	0	0	0	0	0	14.3	0	0
		N	2	0	0	0	0	0				0	0	0	0	0	0	0	0	0	2	0	0
		Tot	12	14	14	0	0	0				0	0	0	2	2	0	0	1	0	14	17	14
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	16.7	0	0	0	0	0				0	0	0	0	0	100.0	100.0	0	0	15.8	0	4.5
		N	2	0	0	0	0	0				0	0	0	0	0	1	1	0	0	3	0	1
		Tot	12	17	15	4	4	6				0	1	0	2	2	1	1	1	0	19	25	22

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a) See footnote on Table B-27.

Table B-33

Number and Percentage of Former Laupahoehoe High School Students[a] Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	0																		0		
		N	0																		0		
		Tot	1																		1		
	Health Science	%																					
		N																					
		Tot																					
	Public Service	%						0															0
		N						0															0
		Tot						1															1
	Trades/Tech.	%																					
		N																					
		Tot																					
	TOTAL MALE NON-TRAD.	%	0	0	0	0	0	0				0	0	0							0	0	0
		N	0	0	0	0	0	0				0	0	0							0	0	0
		Tot	1	0	0	0	0	1				0	0	0							1	0	1
FEMALE NON-TRAD. AREAS	Agriculture	%												0									0
		N												0									0
		Tot												1									1
	Public Service	%			0																		0
		N			0																		0
		Tot			1																		1
	Technical	%																					
		N																					
		Tot																					
	Trades/Tech.	%			0																		0
		N			0																		0
		Tot			4																		4
	TOTAL FEMALE NON-TRAD.	%	0	0	0	0	0	0				0	0	0							0	0	0
		N	0	0	0	0	0	0				0	0	0							0	0	0
		Tot	0	0	5	0	0	0				0	0	1							0	0	6
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	0	0	0	0	0	0				0	0	0							0	0	0
		N	0	0	0	0	0	0				0	0	0							0	0	0
		Tot	1	0	5	0	0	1				0	0	1							1	0	7

Table B-34

Number and Percentage of Former Pahoa High School Students[a] Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%						0		0												0	0
		N						0		0												0	0
		Tot						1		1												1	1
	Health Science	%																					
		N																					
		Tot																					
	Public Service	%																					
		N																					
		Tot																					
	Trades/Tech.	%																					
		N																					
		Tot																					
	TOTAL MALE NON-TRAD.	%	0	0	0	0	0	0	0	0	0										0	0	0
		N	0	0	0	0	0	0	0	0	0										0	0	0
		Tot	0	0	0	0	0	1	0	1	0										0	1	1
FEMALE NON-TRAD. AREAS	Agriculture	%																					
		N																					
		Tot																					
	Public Service	%																					
		N																					
		Tot																					
	Technical	%																					
		N																					
		Tot																					
	Trades/Tech.	%	0																		0		
		N	0																		0		
		Tot	1																		1		
	TOTAL FEMALE NON-TRAD.	%	0	0	0	0	0	0	0	0	0										0	0	0
		N	0	0	0	0	0	0	0	0	0										0	0	0
		Tot	1	0	0	0	0	0	0	0	0										1	0	0
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	0	0	0	0	0	0	0	0	0										0	0	0
		N	0	0	0	0	0	0	0	0	0										0	0	0
		Tot	1	0	0	0	0	1	0	1	0										1	1	1

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[a] See footnote on Table B-27.

Table B-35

Number and Percentage of Former Waiakea High School Students[a] Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

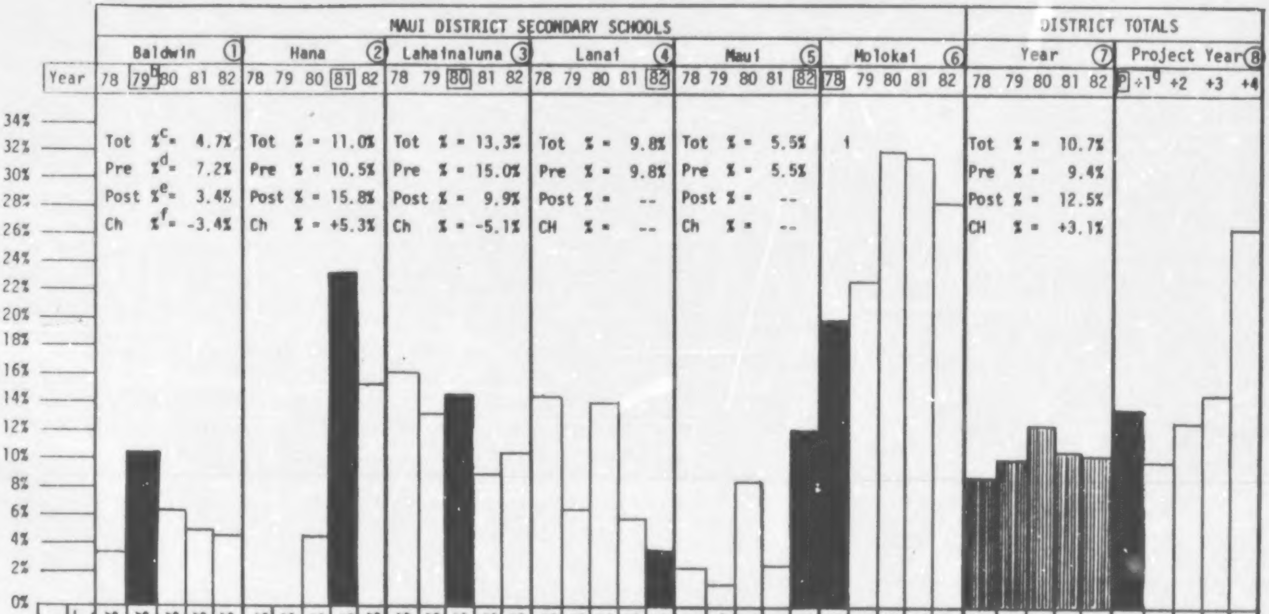
COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%				0	0	0													0	0	0
		N				0	0	0													0	0	0
		Tot				1	1	2													1	1	2
	Health Science	%					0	0														0	0
		N					0	0														0	0
		Tot					1	1														1	1
	Public Service	%																					
		N																					
		Tot																					
	Trades/Tech.	%	0	0																	0	0	
		N	0	0																	0	0	
		Tot	1	1																	1	1	
	TOTAL MALE NON-TRAD.	%	0	0	0	0	0	0													0	0	0
		N	0	0	0	0	0	0													0	0	0
		Tot	1	1	0	1	2	3													2	3	3
FEMALE NON-TRAD. AREAS	Agriculture	%																					
		N																					
		Tot																					
	Public Service	%			0																		0
		N			0																		0
		Tot			1																		1
	Technical	%			0																		0
		N			0																		0
		Tot			1																		1
	Trades/Tech.	%		0																		0	
		N		0																		0	
		Tot		1																		1	
	TOTAL FEMALE NON-TRAD.	%	0	0	0	0	0	0													0	0	0
		N	0	0	0	0	0	0													0	0	0
		Tot	0	1	2	0	0	0													0	1	2
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	0	0	0	0	0	0													0	0	0
		N	0	0	0	0	0	0													0	0	0
		Tot	1	2	2	1	2	3													2	4	5

MAUI

Table A-16

Total Non-Traditional Enrollment Data For a Selected Group of Vocational Education Courses[a] In MAUI DISTRICT Secondary Schools (1978-82)



Enrollment	Baldwin ① 78	79	80	81	82	Hana ② 78	79	80	81	82	Lahainaluna ③ 78	79	80	81	82
% Non-Trad.	3.7%	11.2%	6.5%	5.4%	5.3%	.0%	.0%	4.5%	23.9%	15.8%	16.4%	13.7%	14.9%	9.3%	10.4%
Non T.	11	30	26	19	18	0	0	3	16	3	29	26	39	14	18
Total	299	267	397	354	337	23	25	66	67	19	177	190	262	150	173

Enrollment	Lanai ④ 78	79	80	81	82	Maui ⑤ 78	79	80	81	82	Molokai ⑥ 78	79	80	81	82
% Non-Trad.	15.2%	6.3%	14.6%	6.1%	3.9%	2.5%	1.5%	9.0%	3.1%	12.8%	20.7%	23.9%	32.8%	32.6%	27.0%
Non T.	14	5	12	5	2	4	3	16	9	24	23	28	58	63	33
Total	92	80	82	82	51	159	199	178	287	188	111	117	177	193	122

Enrollment	Year ⑦ 78	79	80	81	82	Project Year ⑧ P	+1[g]	+2	+3	+4
% Non-Trad.	9.4%	10.5%	13.3%	11.1%	11.0%	14.2%	10.4%	13.5%	15.3%	27.0%
Non T.	81	92	154	126	98	134	71	95	81	33
Total	861	878	1162	1133	890	946	683	704	530	122
No. Schools[h]						6	4	3	2	1

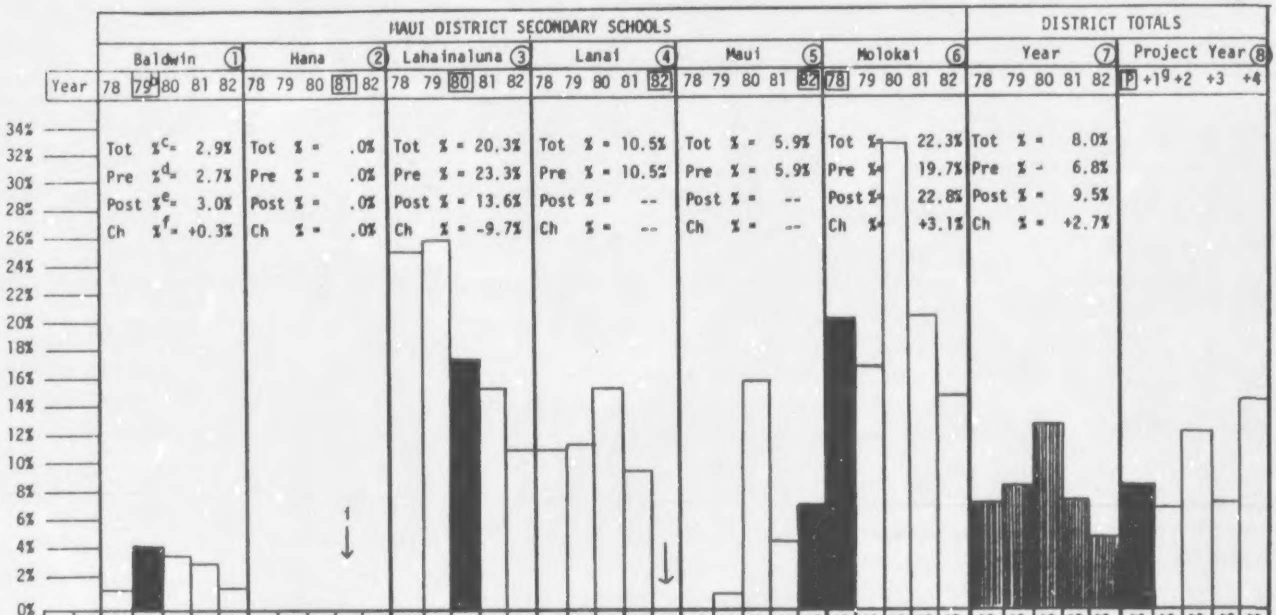
LEGEND		
□	■	▥
% Pre/Post Enroll.	% Proj.Yr. Enroll.	% Total Enroll.

FOOTNOTES

a) Twenty-five courses with traditionally low (< 25%) male or female enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % nontraditional enrollment in these courses over the 5 year period (1978-82).
d) Total % nontraditional enrollment in these courses from 1978 up to and including the Project Year.
e) Total % nontraditional enrollment in these courses from the year after the Project Year up to now including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % nontraditional enrollment for all schools listed, one year after their respective project years
h) The number of schools upon which the Project/Post Project Year enrollment data was based.
i) Tot % = 28.5%; Pre % = 20.7%; Post % = 29.9%; Ch % = +9.2%

Table A-17

Non-Traditional MALE Enrollment Data
For a Selected Group of Vocational Education Courses[a]
In MAUI DISTRICT Secondary Schools (1978-82)



Baldwin ①
Tot %[c] = 2.9%
Pre %[d] = 2.7%
Post %[e] = 3.0%
Ch %[f] = +0.3%

Hana ②
Tot % = .0%
Pre % = .0%
Post % = .0%
Ch % = .0%

Lahainaluna ③
Tot % = 20.3%
Pre % = 23.3%
Post % = 13.6%
Ch % = -9.7%

Lanai ④
Tot % = 10.5%
Pre % = 10.5%
Post % = --
Ch % = --

Maui ⑤
Tot % = 5.9%
Pre % = 5.9%
Post % = --
Ch % = --

Molokai ⑥
Tot % = 22.3%
Pre % = 19.7%
Post % = 22.8%
Ch % = +3.1%

District Totals – Year ⑦
Tot % = 8.0%
Pre % = 6.8%
Post % = 9.5%
Ch % = +2.7%

	Baldwin ①					Hana ②					Lahainaluna ③				
Year	78	79[b]	80	81	82	78	79	80	81	82	78	79	80	81	82
Enrollment % Male	1.6%	4.2%	3.9%	3.3%	1.6%	.0%	.0%	.0%	.0%	.0%	25.6%	26.0%	17.5%	15.6%	11.1%
Enrollment Male	3	6	9	7	3	0	0	0	0	0	11	13	7	5	3
Enrollment Total	191	144	230	210	193	16	10	25	12	7	43	50	40	32	27

	Lanai ④					Maui ⑤					Molokai ⑥				
Year	78	79	80	81	82	78	79	80	81	82	78	79	80	81	82
Enrollment % Male	11.1%	11.5%	15.6%	9.7%	.0%	.0%	1.0%	16.0%	4.4%	6.8%	20.7%	17.5%	32.6%	20.5%	15.5%
Enrollment Male	3	3	5	3	0	0	1	16	6	6	12	10	31	18	9
Enrollment Total	27	26	32	31	17	65	102	100	137	88	61	57	95	88	58

	District Totals: Year ⑦					District Totals: Project Year ⑧				
Year	78	79	80	81	82	P	+1[g]	+2	+3	+4
Enrollment % Male	7.2%	8.5%	13.0%	7.6%	5.4%	8.6%	7.4%	12.3%	7.5%	15.5%
Enrollment Male	29	33	68	39	21	31	24	41	21	9
Enrollment Total	403	389	522	510	390	362	326	332	281	58
No. Schools[h]						6	4	3	2	1

LEGEND

☐ % Pre/Post Enroll.
■ % Proj. Yr. Enroll.
▨ % Total Enroll.

FOOTNOTES

a) Twelve courses with traditionally low (< 25%) male enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % male enrollment in these courses over the 5 year period (1978-82).
d) Total % male enrollment in these courses from 1978 up to and including the Project Year.
e) Total % male enrollment in these courses from the year after the Project Year up to now including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % male enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.
i) Indicates "Project Year" when nontraditional enrollment = 0

Table A-18

Non-Traditional FEMALE Enrollment Data
For a Selected Group of Vocational Education Courses[a]
In MAUI DISTRICT Secondary Schools (1978-82)

MAUI DISTRICT SECONDARY SCHOOLS

Baldwin ①
Tot %[c] = 11.1%
Pre %[d] = 13.9%
Post %[e] = 9.7%
Ch %[f] = -4.2%

Hana ②
Tot % = 16.9%
Pre % = 16.1%
Post % = 1
Ch % =

Lahainaluna ③
Tot % = 11.4%
Pre % = 12.7%
Post % = 9.1%
Ch % = -3.6%

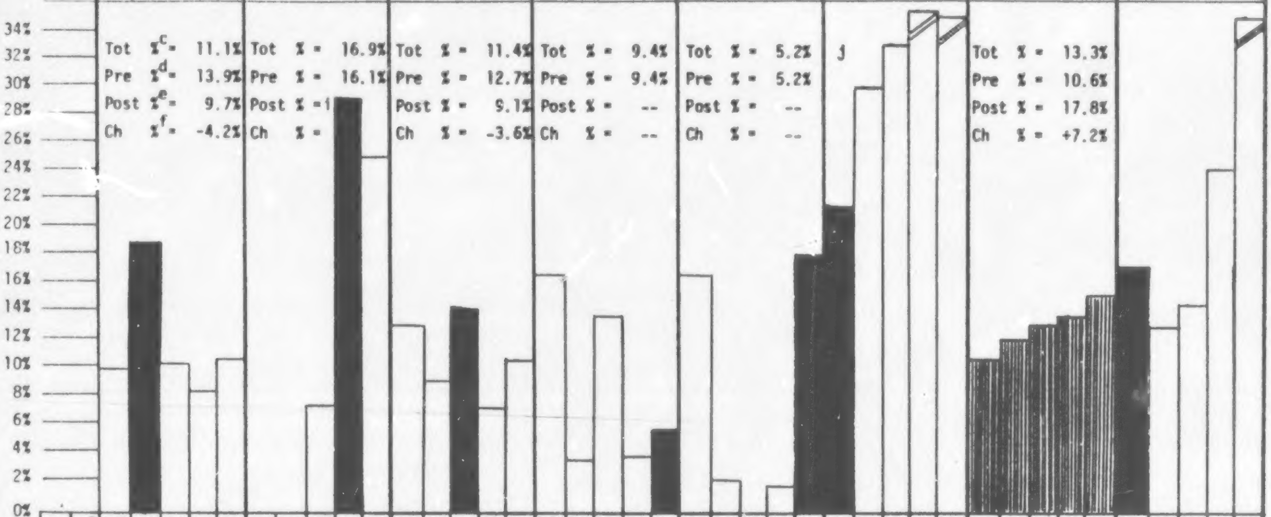
Lanai ④
Tot % = 9.4%
Pre % = 9.4%
Post % = --
Ch % = --

Maui ⑤
Tot % = 5.2%
Pre % = 5.2%
Post % = --
Ch % = --

Molokai ⑥
j

DISTRICT TOTALS

Year ⑦
Tot % = 13.3%
Pre % = 10.6%
Post % = 17.8%
Ch % = +7.2%



Enrollment	Baldwin ① 78	79[b]	80	81	82	Hana ② 78	79	80	81	82	Lahainaluna ③ 78	79	80	81	82
% Female	10.0%	19.5%	10.2%	8.3%	10.4%	.0%	.0%	7.3%	29.1%	25.0%	13.4%	9.3%	14.4%	7.6%	10.3%
Female	8	24	17	12	15	0	0	3	16	3	18	13	32	9	15
Total	108	123	167	144	144	7	15	41	55	12	134	140	222	118	146

Enrollment	Lanai ④ 78	79	80	81	82	Maui ⑤ 78	79	80	81	82	Molokai ⑥ 78	79	80	81	82
% Female	16.9%	3.7%	14.0%	3.9%	5.9%	4.3%	2.1%	.0%	2.0%	18.0%	22.0%	30.0%	32.9%	42.9%	37.5%
Female	11	2	7	2	2	4	2	0	3	18	11	18	27	45	24
Total	65	54	50	51	34	94	97	78	150	100	50	60	82	105	64

Enrollment	District Totals Year ⑦ 78	79	80	81	82	Project Year ⑧ P	+1[g]	+2	+3	+4
% Female	11.4%	12.1%	13.4%	14.0%	15.4%	17.6%	13.2%	14.5%	24.1%	37.5%
Female	52	59	86	87	77	103	47	54	60	24
Total	458	489	640	623	500	584	357	372	249	64
No. Schools[h]						6	4	3	2	1

LEGEND		
☐	■	▥
%	%	%
Pre/Post Enroll.	Proj.Yr. Enroll.	Total Enroll.

FOOTNOTES

a) Thirteen courses with traditionally low (< 25%) female enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % female enrollment in these courses over the 5 year period (1978-82).
d) Total % female enrollment in these courses from 1978 up to and including the Project Year.
e) Total % female enrollment in these courses from the year after the Project Year up to now including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % female enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.
i) Post % = 25.0%; Ch % = +8.9%
j) Tot % = 34.6%; Pre % = 22.0%; Post % = 36.7%; Ch % = +14.7%

Table B-36

Number and Percentage of Former MAUI DISTRICT Secondary Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982 By MAUI DISTRICT SCHOOLS

MAUI DISTRICT SECONDARY SCHOOLS

			Baldwin			Hana			Lahainaluna			Lanai			Maui			Molokai			DISTRICT TOTALS		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	3.0	0	4.7				0	0	0	0	0	0	0	0	0	0	0	0	1.0	0	1.3
		N	1	0	2				0	0	0	0	0	0	0	0	0	0	0	0	1	0	2
		Tot	33	42	43				7	4	9	28	31	43	25	30	45	4	11	11	97	118	151
	Health Science	%	6.7	7.7	9.1				0	0	0	0	0	0	0	0	0	0	0	0	3.2	3.7	1.9
		N	1	1	1				0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
		Tot	15	13	11				4	4	2	5	3	18	5	3	17	2	4	5	31	27	53
	Public Service	%	0	0	0			0	20.0	75.0	100.0	12.5	11.1	0	0	9.1	0	11.1	0	0	7.9	14.3	2.5
		N	0	0	0			0	1	3	1	1	1	0	0	1	0	1	0	0	3	5	1
		Tot	8	8	8			1	5	4	1	8	9	13	8	11	15	9	3	2	38	35	40
	Trades/Tech.	%	0	0	0				0	0	0	0	0		0	0		0	0	0	0	0	0
		N	0	0	0				0	0	0	0	0		0	0		0	0	0	0	0	0
		Tot	4	1	6				2	2	1	3	2		4	2		1	1	1	14	8	8
	TOTAL MALE NON-TRAD.	%	3.3	1.6	4.4			0	5.6	21.4	7.7	2.3	2.2	0	0	2.2	0	6.3	0	0	2.8	3.2	1.6
		N	2	1	3			0	1	3	1	1	1	0	0	1	0	1	0	0	5	6	4
		Tot	60	64	68			1	18	14	13	44	45	74	42	46	77	16	19	19	180	188	252
FEMALE NON-TRAD. AREAS	Agriculture	%	13.3	7.1	25.0				0	25.0	33.3	0	12.5	6.7	0	12.5	6.7	0	11.1	25.0	5.6	11.5	16.9
		N	2	1	2				0	1	3	0	1	1	0	1	1	0	2	3	2	6	10
		Tot	15	14	8				5	4	9	7	8	15	7	8	15	2	18	12	36	52	59
	Public Service	%	0	0		0					0	100.0				100.0		0			12.5	50.0	0
		N	0	0		0					0	1				1		0			1	1	0
		Tot	4	1		1					1	1				1		2			8	2	1
	Technical	%	0	0	0				33.3	50		0	0	0		0	0	0	0	0	10.0	11.1	0
		N	0	0	0				2	2		0	0	0		0	0	0	0	0	2	2	0
		Tot	10	6	8				6	4		2	2	4		2	2	2	4	2	20	18	16
	Trades/Tech.	%	0	5.3	0				5.0	0	0	2.1	2.0	1.9	2.7	2.4	4.8	7.7	0	5.6	2.5	2.4	2.3
		N	0	2	0				1	0	0	1	1	1	1	1	2	1	0	1	4	4	4
		Tot	44	38	53				20	13	8	48	50	53	37	41	42	13	22	18	162	164	174
	TOTAL FEMALE NON-TRAD.	%	2.7	5.1	2.9	0			9.7	14.3	16.7	1.7	3.3	2.8	2.3	5.8	5.0	5.3	4.5	12.5	4.0	5.5	5.6
		N	2	3	2	0			3	3	3	2	2	2	1	3	3	1	2	4	9	13	14
		Tot	73	59	69	1			31	21	18	58	60	72	44	52	59	19	44	32	226	236	250
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	3.0	3.3	3.6	0		0	8.2	17.1	12.8	2.9	2.9	1.4	1.2	4.1	2.2	5.7	3.7	7.8	3.4	4.5	3.6
		N	4	4	5	0		0	4	6	4	3	3	2	1	4	3	2	2	4	14	19	18
		Tot	133	123	137	1		1	49	35	31	102	105	146	86	98	136	35	63	51	406	424	502

Table B-37

Number and Percentage of Former Baldwin High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%				0	0	0			0				3.3	0	5.1		0		3.0	0	4.5
		N				0	0	0			0				1	0	2		0		1	0	2
		Tot				3	3	4			1				30	39	39		1		33	43	44
	Health Science	%				0	0	0							7.1	8.3	10.0				6.7	7.7	9.1
		N				0	0	0							1	1	1				1	1	1
		Tot				1	1	1							14	12	10				15	13	11
	Public Service	%	0	0	0		0								0	0	0				0	0	0
		N	0	0	0		0								0	0	0				0	0	0
		Tot	2	1	1		1								6	6	7				8	8	8
	Trades/Tech.	%	0	0	0										0		0				0	0	0
		N	0	0	0										0		0				0	0	0
		Tot	1	1	4										3		2				4	1	6
	TOTAL MALE NON-TRAD.	%	0	0	0	0	0	0	0	0	0	0	0	0	3.8	1.8	5.2	0	0	0	3.3	1.6	4.3
		N	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3	0	0	0	2	1	3
		Tot	3	2	5	4	5	5	0	0	1	0	0	0	53	57	58	0	1	0	60	65	69
FEMALE NON-TRAD. AREAS	Agriculture	%													13.3	7.1	25.0				13.3	7.1	25.0
		N													2	1	2				2	1	2
		Tot													15	14	8				15	14	8
	Public Service	%	0	0																	0	0	
		N	0	0																	0	0	
		Tot	4	1																	4	1	
	Technical	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	10	6	8																10	6	8
	Trades/Tech.	%	0	11.1	0							0	0		0	3.7	0		0		0	5.3	0
		N	0	1	0							0	0		0	1	0		0		0	2	0
		Tot	13	9	13							1	1		30	27	40		1		44	38	53
	TOTAL FEMALE NON-TRAD.	%	0	6.3	0	0	0	0	0	0	0	0	0	0	4.4	4.9	4.2	0	0	0	0	5.1	2.9
		N	0	1	0	0	0	0	0	0	0	0	0	0	2	2	2	0	0	0	2	3	2
		Tot	27	16	21	0	0	0	0	0	0	1	1	0	45	41	48	0	1	0	73	59	69
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	0	5.6	0	0	0	0	0	0	0	0	0	0	4.1	3.1	4.7	0	0	0	3.0	3.2	3.6
		N	0	1	0	0	0	0	0	0	0	0	0	0	4	3	5	0	0	0	4	4	5
		Tot	30	18	26	4	5	5	0	0	1	1	1	0	98	98	106	0	2	0	133	124	[illegible]

Table B-38

Number and Percentage of Former Hana High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1992	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%																					
		N																					
		Tot																					
	Health Science	%																					
		N																					
		Tot																					
	Public Service	%						0															0
		N						0															0
		Tot						1															1
	Trades/Tech.	%																					
		N																					
		Tot																					
	TOTAL MALE NON-TRAD.	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Tot	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
FEMALE NON-TRAD. AREAS	Agriculture	%																					
		N																					
		Tot																					
	Public Service	%	0																		0		
		N	0																		0		
		Tot	1																		1		
	Technical	%																					
		N																					
		Tot																					
	Trades/Tech.	%																					
		N																					
		Tot																					
	TOTAL FEMALE NON-TRAD.	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Tot	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Tot	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0	0	0	0	0	0	0	0	0	1	0	1

Table B-39

Number and Percentage of Former Lahainaluna High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%				0									0	0	0				0	0	0
		N				0									0	0	0				0	0	0
		Tot				1									6	4	9				7	4	9
	Health Science	%				0	0								0	0	0				0	0	0
		N				0	0								0	0	0				0	0	0
		Tot				1	1								3	3	2				4	4	2
	Public Service	%	0												33.3	75.0	100.0				20.0	75.0	100.0
		N	0												1	3	1				1	3	1
		Tot	2												3	4	1				5	4	1
	Trades/Tech.	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	2	2	1																2	2	1
	TOTAL MALE NON-TRAD.	%	0	0	0	0	0	0	0	0	0	0	0	0	8.3	27.3	8.3	0	0	0	5.6	21.4	7.7
		N	0	0	0	0	0	0	0	0	0	0	0	0	1	3	1	0	0	0	1	3	1
		Tot	4	2	1	2	1	0	0	0	0	0	0	0	12	11	12	0	0	0	18	14	13
FEMALE NON-TRAD. AREAS	Agriculture	%									0				0	25.0	37.5				0	25.0	33.3
		N									0				0	1	3				0	1	3
		Tot									1				5	4	8				5	4	9
	Public Service	%			0																		0
		N			0																		0
		Tot			1																		1
	Technical	%	33.3	50																	33.3	50.0	
		N	2	2																	2	2	
		Tot	6	4																	6	4	
	Trades/Tech.	%	0	0	0							0		0	12.5	0	11.1	0			5.0	0	6.3
		N	0	0	0							0		0	1	0	1	0			1	0	1
		Tot	10	4	5							1		2	8	9	9	1			20	13	16
	TOTAL FEMALE NON-TRAD.	%	12.5	25.0	0	0	0	0	0	0	0	0	0	0	7.7	7.7	23.5	0	0	0	9.7	14.3	15.4
		N	2	2	0	0	0	0	0	0	0	0	0	0	1	1	4	0	0	0	3	3	4
		Tot	16	8	6	0	0	0	0	0	1	1	0	2	13	13	17	1	0	0	31	21	26
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	10.0	20.0	0	0	0	0	0	0	0	0	0	0	8.0	16.7	17.2	0	0	0	8.2	17.1	12.8
		N	2	2	0	0	0	0	0	0	0	0	0	0	2	4	5	0	0	0	4	6	5
		Tot	20	10	7	2	1	0	0	0	1	1	0	2	25	24	29	1	0	0	49	35	39

Table B-40

Number and Percentage of Former Lanai High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0			0					0			0	0	0				0	0	0
		N		0			0					0			0	0	0				0	0	0
		Tot		1			2					3			25	28	43				28	31	43
	Health Science	%						0							0	0	0				0	0	0
		N						0							0	0	0				0	0	0
		Tot						1							5	3	17				5	3	18
	Public Service	%				100.0									0	11.1	0				12.5	11.1	0
		N				1									0	1	0				1	1	0
		Tot				1									7	9	13				8	9	13
	Trades/Tech.	%													0	0					0	0	
		N													0	0					0	0	
		Tot													3	2					3	2	
	TOTAL MALE NON-TRAD.	%	0	0	0	100.0	0	0	0	0	0	0	0	0	0	2.4	0	0	0	0	2.3	2.2	0
		N	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0
		Tot	0	1	0	1	2	1	0	0	0	3	0	0	40	42	73	0	0	0	44	45	74
FEMALE NON-TRAD. AREAS	Agriculture	%										0			0	12.5	6.7				0	12.5	6.7
		N										0			0	1	1				0	1	1
		Tot										1			6	8	15				7	8	15
	Public Service	%	100.0																		100.0		
		N	1																		1		
		Tot	1																		1		
	Technical	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	2	2	4																2	2	4
	Trades/Tech.	%	0	0	5.9										2.9	2.5	0				2.1	2.0	1.9
		N	0	0	1										1	1	0				1	1	1
		Tot	13	10	17										35	40	36				48	50	53
	TOTAL FEMALE NON-TRAD.	%	6.3	0	4.8	0	0	0	0	0	0	0	0	0	2.4	4.2	2.0	0	0	0	3.4	3.3	2.8
		N	1	0	1	0	0	0	0	0	0	0	0	0	1	2	1	0	0	0	2	2	2
		Tot	16	12	21	0	0	0	0	0	0	1	0	0	41	48	51	0	0	0	58	60	72
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	6.3	0	4.8	100.0	0	0	0	0	0	0	0	0	1.2	3.3	0.8	0	0	0	2.8	2.9	1.4
		N	1	0	1	1	0	0	0	0	0	0	0	0	1	3	1	0	0	0	3	3	2
		Tot	16	13	21	1	2	1	0	0	0	4	0	0	81	90	124	0	0	0	102	105	146

Table B-41

Number and Percentage of Former Maui High School students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0			0	0			0				0	0	0				0	0	0
		N		0			0	0			0				0	0	0				0	0	0
		Tot		1			1	1			1				25	28	43				25	30	45
	Health Science	%													0	0	0				0	0	0
		N													0	0	0				0	0	0
		Tot													5	3	17				5	3	17
	Public Service	%		0	0	0									0	11.1	0				0	9.1	0
		N		0	0	0									0	1	0				0	1	0
		Tot		2	2	1									7	9	13				8	11	15
	Trades/Tech.	%	0												0	0					0	0	
		N	0												0	0					0	0	
		Tot	1												3	2					4	2	
	TOTAL MALE NON-TRAD.	%	0	0	0	0	0	0	0	0	0	0	0	0	0	2.4	0	0	0	0	0	2.2	0
		N	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0
		Tot	1	3	2	1	1	1	0	0	1	0	0	0	40	42	73	0	0	0	42	46	77
FEMALE NON-TRAD. AREAS	Agriculture	%										0			0	12.5	6.7				0	12.5	6.7
		N										0			0	1	1				0	1	1
		Tot										1			6	8	15				7	8	15
	Public Service	%		100.0																		100.0	
		N		1																		1	
		Tot		1																		1	
	Technical	%		0	0																	0	0
		N		0	0																	0	0
		Tot		2	2																	2	2
	Trades/Tech.	%	0	0	23.6										2.9	2.5	0				2.7	2.4	4.7
		N	0	0	2										1	1	0				1	1	2
		Tot	2	1	7										35	40	36				37	41	43
	TOTAL FEMALE NON-TRAD.	%	0	25.0	22.2	0	0	0	0	0	0	0	0	0	2.4	4.2	2.0	0	0	0	2.3	5.8	5.0
		N	0	1	2	0	0	0	0	0	0	0	0	0	1	2	1	0	0	0	1	3	3
		Tot	2	4	9	0	0	0	0	0	0	1	0	0	41	48	51	0	0	0	44	52	60
MALE/FEMALE NON-TRAD. AREAS COMBINED			0	14.3	18.2	0	0	0	0	0	0	0	0	0	1.2	3.3	0.8	0	0	0	1.2	4.1	2.2
		N	0	1	2	0	0	0	0	0	0	0	0	0	1	3	1	0	0	0	1	4	3
		Tot	3	7	11	1	1	1	0	0	1	1	0	0	81	90	124	0	0	0	86	98	137

Table B-42

Number and Percentage of Former Molokai High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

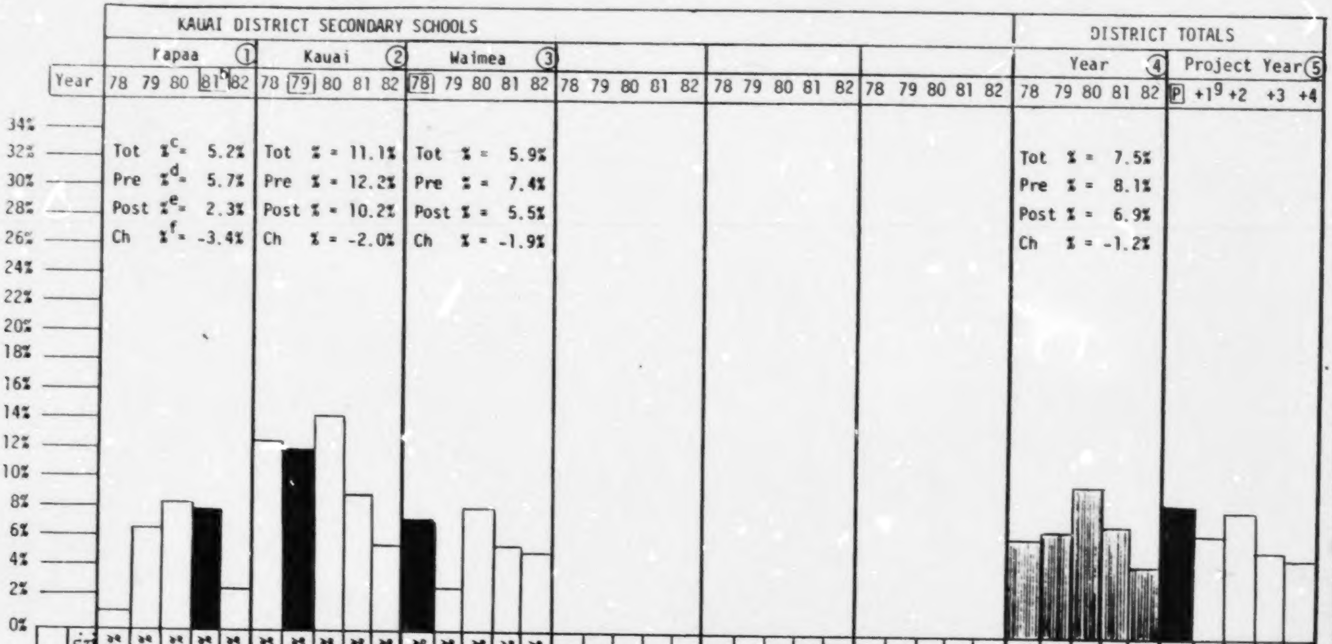
COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0	0		0	0							0	0	0				0	0	0
		N		0	0		0	0							0	0	0				0	0	0
		Tot		1	2		1	1							4	9	8				4	11	11
	Health Science	%													0	0	0			0	0	0	0
		N													0	0	0			0	0	0	0
		Tot													2	4	4			1	2	4	5
	Public Service	%	33.3	0	0										0	0	0				11.1	0	0
		N	1	0	0										0	0	0				1	0	0
		Tot	3	1	1										6	2	1				9	3	2
	Trades/Tech.	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	1	1	1																1	1	1
	TOTAL MALE NON-TRAD.	%	25.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6.3	0	0
		N	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
		Tot	4	3	4	0	1	1	0	0	0	0	0	0	12	15	13	0	0	1	16	19	19
FEMALE NON-TRAD. AREAS	Agriculture	%													0	11.1	25.0				0	11.1	25.0
		N													0	2	3				0	2	3
		Tot													2	18	12				2	18	12
	Public Service	%	0																		0		
		N	0																		0		
		Tot	2																		2		
	Technical	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	2	4	2																2	4	2
	Trades/Tech.	%	0	0	9.0							0	0		20.0	0	0				7.8	0	5.6
		N	0	0	1							0	0		1	0	0				1	0	1
		Tot	7	10	11							1	2		5	10	7				13	22	18
	TOTAL FEMALE NON-TRAD.	%	0	0	7.8	0	0	0	0	0	0	0	0	0	14.3	7.1	15.8	0	0	0	5.3	4.5	12.5
		N	0	0	1	0	0	0	0	0	0	0	0	0	1	2	3	0	0	0	1	2	4
		Tot	11	14	13	0	0	0	0	0	0	1	2	0	7	28	19	0	0	0	19	44	32
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	6.7	0	5.9	0	0	0	0	0	0	0	0	0	5.3	4.7	9.4	0	0	0	5.7	3.2	7.8
		N	1	0	1	0	0	0	0	0	0	0	0	0	1	2	3	0	0	0	2	2	4
		Tot	[illegible]	[illegible]	[illegible]	0	1	1	0	0	0	1	2	0	19	43	32	0	0	1	35	63	51

KAUAI

Table A-19

Total Non-Traditional Enrollment Data For a Selected Group of Vocational Education Courses[a] In KAUAI DISTRICT Secondary Schools (1978-82)



Kapaa ①
Tot %[c] = 5.2%
Pre %[d] = 5.7%
Post %[e] = 2.3%
Ch %[f] = -3.4%

Kauai ②
Tot % = 11.1%
Pre % = 12.2%
Post % = 10.2%
Ch % = -2.0%

Waimea ③
Tot % = 5.9%
Pre % = 7.4%
Post % = 5.5%
Ch % = -1.9%

District Totals, Year ④
Tot % = 7.5%
Pre % = 8.1%
Post % = 6.9%
Ch % = -1.2%

Enrollment	Kapaa 78	79	80	81	82	Kauai 78	79	80	81	82	Waimea 78	79	80	81	82
% Non Trad.	1.2%	6.7%	8.5%	8.4%	2.3%	12.4%	12.1%	14.5%	9.3%	5.9%	7.4%	2.6%	8.2%	5.9%	5.5%
Non T.	3	14	16	12	3	27	34	32	18	11	20	7	19	17	11
Total	248	210	188	142	128	218	280	220	193	185	269	265	231	289	200

Enrollment	78	79	80	81	82	78	79	80	81	82	78	79	80	81	82
% Non Trad.															
Non T.															
Total															

Enrollment	District Totals Year 78	79	80	81	82	Project Year P	+1[g]	+2	+3	+4
% Non Trad.	6.8%	7.3%	10.5%	7.5%	4.9%	9.6%	6.9%	8.7%	5.9%	5.5%
Non T.	50	55	67	47	25	66	42	37	28	11
Total	735	755	639	624	513	691	613	424	472	200
No. Schools[h]						3	3	2	2	1

LEGEND

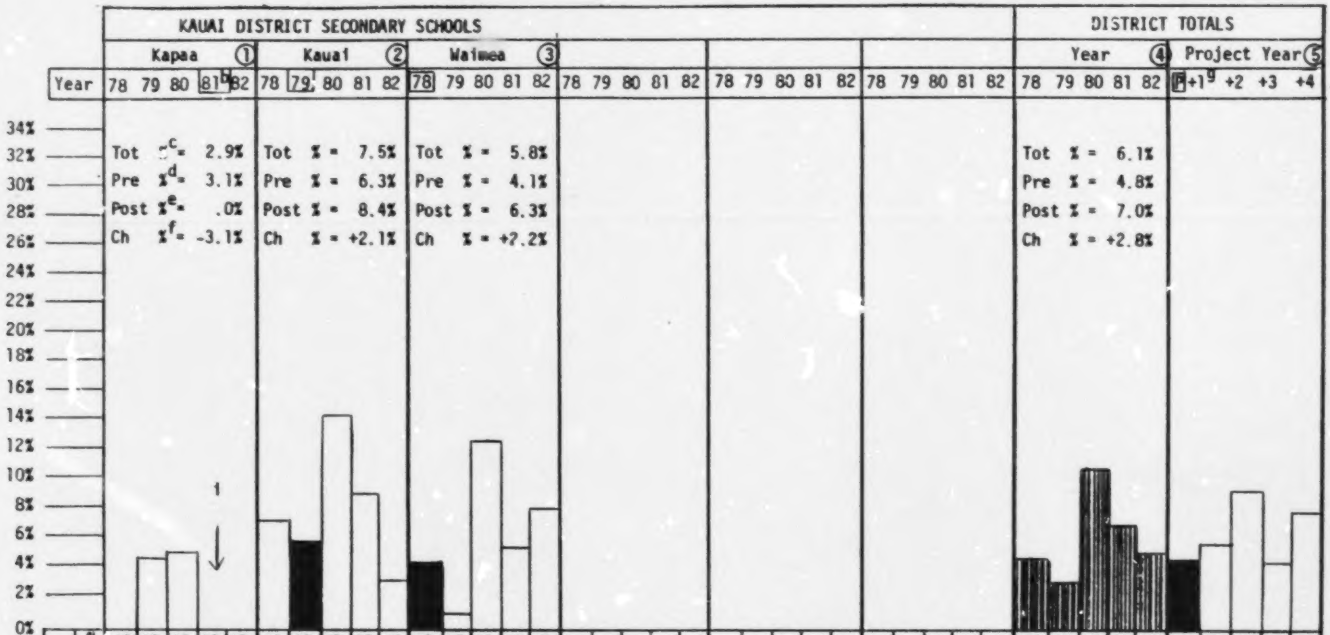
□	■	▨
%	%	%
Pre/Post Enroll.	Proj.Yr. Enroll.	Total Enroll.

FOOTNOTES

a) Twenty-five courses with traditionally low (< 25%) male or female enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % nontraditional enrollment in these courses over the 5 year period (1978-82).
d) Total % nontraditional enrollment in these courses from 1978 up to and including the Project Year.
e) Total % nontraditional enrollment in these courses from the year after the Project Year up to and including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % nontraditional enrollment for all schools listed, one year after their respective project years.
h) The number of schoolsupon which the Project/Post Project Year enrollment data are based.

Table A-20

Non-Traditional MALE Enrollment Data
For a Selected Group of Vocational Education Courses[a]
In KAUAI DISTRICT Secondary Schools (1978-82)



Kapaa: Tot %[c] = 2.9% · Pre %[d] = 3.1% · Post %[e] = .0% · Ch %[f] = -3.1%

Kauai: Tot % = 7.5% · Pre % = 6.3% · Post % = 8.4% · Ch % = +2.1%

Waimea: Tot % = 5.8% · Pre % = 4.1% · Post % = 6.3% · Ch % = +2.2%

District Totals (Year): Tot % = 6.1% · Pre % = 4.8% · Post % = 7.0% · Ch % = +2.8%

Enrollment	Kapaa 78	Kapaa 79	Kapaa 80	Kapaa 81[b]	Kapaa 82	Kauai 78	Kauai 79[i]	Kauai 80	Kauai 81	Kauai 82	Waimea 78	Waimea 79	Waimea 80	Waimea 81	Waimea 82
% Male	.0%	4.5%	4.7%	.0%	.0%	7.2%	5.8%	14.1%	8.8%	3.2%	4.1%	0.8%	12.5%	5.6%	8.0%
Male	0	1	3	0	0	5	7	11	7	3	5	1	12	6	7
Total	41	22	64	0	12	69	120	78	8C	93	123	121	96	107	87

Enrollment	78	79	80	81	82	78	79	80	81	82	78	79	80	81	82
% Male															
Male															
Total															

Enrollment	Year 78	Year 79	Year 80	Year 81	Year 82	Project Year P	+1[g]	+2	+3	+4
% Male	4.3%	3.4%	10.9%	7.0%	5.2%	4.9%	5.7%	9.5%	4.5%	8.0%
Male	10	9	26	13	10	12	12	19	9	7
Total	233	263	238	187	192	243	211	176	200	87
No. Schools[h]						3	3	2	2	1

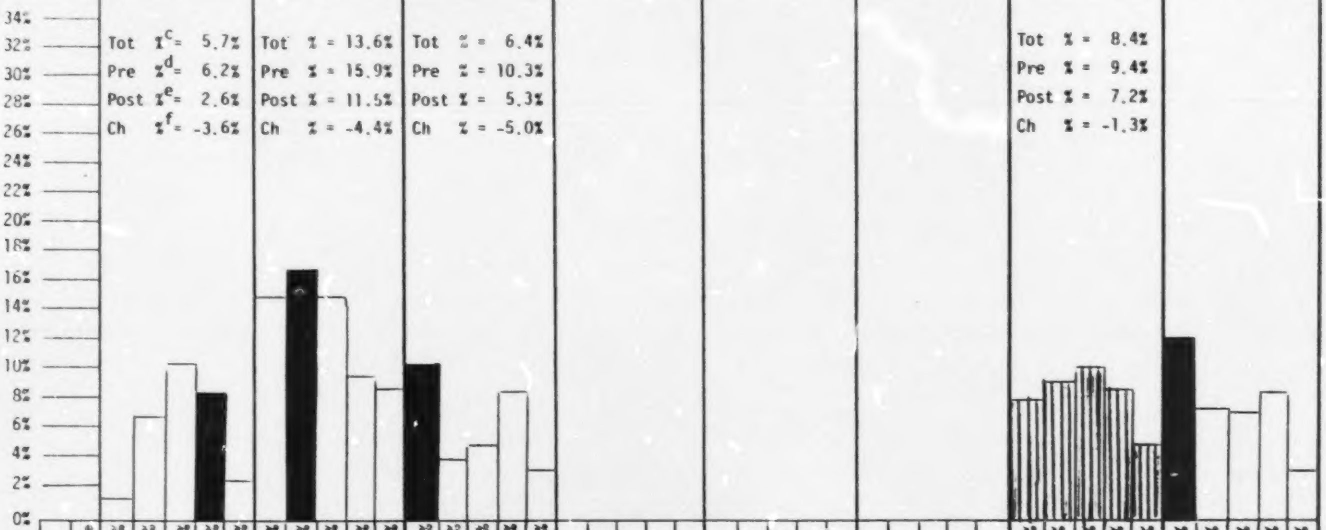
LEGEND		
□	■	▥
%	%	%
Pre/Post Enroll.	Proj.Yr. Enroll.	Total Enroll.

FOOTNOTES

a) Twelve courses with traditionally low (< 25%) male enrollment (see Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % male enrollment in these courses over the 5 year period (1978-82).
d) Total % male enrollment in these courses from 1978 up to and including the Project Year.
e) Total % male enrollment in these courses from the year after the Project Year up to now includinig 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % male enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.
i) Indicates "Project Year" when nontraditional enrollment = 0.

Table A-21

Non-Traditional FEMALE Enrollment Data
For a Selected Group of Vocational Education Courses[a]
In KAUAI DISTRICT Secondary Schools (1978-82)



KAUAI DISTRICT SECONDARY SCHOOLS

	Kapaa ①	Kauai ②	Waimea ③
Tot	%[c] = 5.7%	% = 13.6%	% = 6.4%
Pre	%[d] = 6.2%	% = 15.9%	% = 10.3%
Post	%[e] = 2.6%	% = 11.5%	% = 5.3%
Ch	%[f] = -3.6%	% = -4.4%	% = -5.0%

School	Year	Enrollment % Female	Enrollment Female	Enrollment Total
Kapaa ①	78	1.4%	3	207
	79	6.9%	13	188
	80	10.5%	13	124
	$\boxed{81}$[b]	8.5%	12	142
	82	2.6%	3	116
Kauai ②	78	14.8%	22	149
	$\boxed{79}$	16.9%	27	160
	80	14.8%	21	142
	81	9.7%	11	113
	82	8.7%	8	92
Waimea ③	$\boxed{78}$	10.3%	15	146
	79	4.2%	6	144
	80	5.2%	7	135
	81	8.3%	11	132
	82	3.5%	4	113

DISTRICT TOTALS

Year ④

Tot % = 8.4%
Pre % = 9.4%
Post % = 7.2%
Ch % = -1.3%

Year ④	Enrollment % Female	Enrollment Female	Enrollment Total
78	8.0%	40	502
79	9.3%	46	492
80	10.2%	41	401
81	8.8%	34	387
82	4.8%	15	321

Project Year ⑤	Enrollment % Female	Enrollment Female	Enrollment Total	No. Schools[h]
$\boxed{P}$	12.1%	54	448	3
+1[g]	7.5%	30	402	3
+2	7.3%	18	248	2
+3	8.5%	19	224	2
+4	3.5%	4	113	1

LEGEND

□	■	▥
% Pre/Post Enroll.	% Proj.Yr. Enroll.	% Total Enroll.

FOOTNOTES

a) Thirteen courses with traditionally low (< 25%) female enrollment (See Figure 4).
b) Box indicates the year the EGO Project was undertaken (i.e. the "Project Year").
c) Total % female enrollment in these courses over the 5 year period (1978-82).
d) Total % female enrollment in these courses from 1978 up to and including the Project Year.
e) Total % female enrollment in these courses from the year after the Project Year up to now including 1982.
f) Difference between the Pre (see footnote "d") and Post (see footnote "e") percentages.
g) Total % female enrollment for all schools listed, one year after their respective project years.
h) The number of schools upon which the Project/Post Project Year enrollment data are based.

Table B-43

Number and Percentage of Former KAUAI DISTRICT Secondary Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982 By KAUAI DISTRICT SCHOOLS

KAUAI DISTRICT SECONDARY SCHOOLS

NON-TRADITIONAL VOC ED AREAS			Kapaa			Kauai			Waimea												DISTRICT TOTALS		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%	0	0	0	0	0	0	0	0	0										0	0	0
		N	0	0	0	0	0	0	0	0	0										0	0	0
		Tot	8	16	12	8	34	37	14	30	34										30	80	83
	Health Science	%	0	0	0	0	0	0	0	0	11.1										0	0	7.7
		N	0	0	0	0	0	0	0	0	1										0	0	1
		Tot	1	3	2	1	4	2	3	6	9										5	13	13
	Public Service	%		100.0	100.0	0				0											0	33.3	100.0
		N		1	1	0				0											0	1	1
		Tot		1	1	2				2											2	3	1
	Trades/Tech.	%		50.0	50.0		0		25.0	0	0										25.0	14.3	25.0
		N		1	1		0		2	0	0										2	1	1
		Tot		2	2		1		8	4	2										8	7	4
	TOTAL MALE NON-TRAD.	%	0	9.1	11.8	0	0	0	8.0	0	2.2										4.4	1.9	3.0
		N	0	2	2	0	0	0	2	0	1										2	2	3
		Tot	9	22	17	11	39	39	25	42	45										45	103	101
FEMALE NON-TRAD. AREAS	Agriculture	%		0																		0	
		N		0																		0	
		Tot		1																		1	
	Public Service	%	0	0	0	0	25.0	0	0	25.0	0										0	20.0	0
		N	0	0	0	0	1	0	0	1	0										0	2	0
		Tot	3	2	4	3	4	6	9	4	6										15	10	16
	Technical	%				0	0	0	0	0	16.7										0	0	12.5
		N				0	0	0	0	0	4										0	0	4
		Tot				6	2	8	12	4	24										18	6	32
	Trades/Tech.	%	0	3.1	6.5	3.4	5.6	0	0	1.9	11.1										0.9	3.6	5.4
		N	0	1	2	1	3	0	0	1	6										1	5	8
		Tot	21	32	31	29	54	63	59	52	54										109	138	148
	TOTAL FEMALE NON-TRAD.	%	0	2.9	5.7	2.6	6.7	0	0	3.3	11.9										0.7	4.5	6.1
		N	0	1	2	1	4	0	0	2	10										1	7	12
		Tot	24	35	35	38	60	77	80	60	84										142	155	196
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	0	5.3	7.7	2.0	4.0	0	1.9	2.0	8.5										1.6	3.5	5.1
		N	0	3	4	1	4	0	2	2	11										3	9	15
		Tot	33	57	52	49	99	116	105	102	129										187	258	297

484

485

Table B-44

Number and Percentage of Former Kapaa High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%				0	0											0	0	0	0	0	0
		N				0	0											0	0	0	0	0	0
		Tot				1	3											7	13	12	8	16	12
	Health Science	%																0	0	0	0	0	0
		N																0	0	0	0	0	0
		Tot																1	3	2	1	3	2
	Public Service	%					100.0	100.0														100.0	100.0
		N					1	1														1	1
		Tot					1	1														1	1
	Trades/Tech.	%		50.0	50.0																	50.0	50.0
		N		1	1																	1	1
		Tot		2	2																	2	2
	TOTAL MALE NON-TRAD.	%	0	50.0	50.0	0	25.0	100.0	0	0	0	0	0	0	0	0	0	0	0	0	0	9.1	11.8
		N	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
		Tot	0	2	2	1	4	1	0	0	0	0	0	0	0	0	0	8	16	14	9	22	17
FEMALE NON-TRAD. AREAS	Agriculture	%											0									0	
		N											0									0	
		Tot											1									1	
	Public Service	%	0	0	0													0	0	0	0	0	0
		N	0	0	0													0	0	0	0	0	0
		Tot	1	1	3													2	1	1	3	2	4
	Technical	%																					
		N																					
		Tot																					
	Trades/Tech.	%	0	0	25.0							0						0	3.2	3.7	0	3.1	6.5
		N	0	0	1							0						0	1	1	0	1	2
		Tot	6	1	4							1						24	31	27	31	32	31
	TOTAL FEMALE NON-TRAD.	%	0	0	14.3	0	0	0	0	0	0	0	0	0	0	0	0	0	3.1	3.6	0	2.9	5.7
		N	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	2
		Tot	7	2	7	0	0	0	0	0	0	1	1	0	0	0	0	26	32	28	34	35	35
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	0	25.0	22.2	0	25.0	100.0	0	0	0	0	0	0	0	0	0	0	2.1	2.4	0	5.3	7.7
		N	0	1	2	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	3	4
		Tot	7	4	9	1	4	1	0	0	0	1	1	0	0	0	0	34	48	42	43	57	52

Table B-45

Number and Percentage of Former Kauai High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%		0		0	0	0				0		0				0	0	0	0	0	0
		N		0		0	0	0				0		0				0	0	0	0	0	0
		Tot		1		3	3	5				1		1				7	30	31	11	34	37
	Health Science	%																0	0	0	0	0	0
		N																0	0	0	0	0	0
		Tot																1	4	2	1	4	2
	Public Service	%	0			0															0		
		N	0			0															0		
		Tot	1			1															2		
	Trades/Tech.	%		0																		0	
		N		0																		0	
		Tot		1																		1	
	TOTAL MALE NON-TRAD.	%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Tot	1	2	0	4	3	5	0	0	0	1	0	1	0	0	0	8	34	33	14	39	39
FEMALE NON-TRAD. AREAS	Agriculture	%																					
		N																					
		Tot																					
	Public Service	%	0		0													0	25.0	0	0	25.0	0
		N	0		0													0	1	0	0	1	0
		Tot	1		3													2	4	3	3	4	6
	Technical	%	0	0	0																0	0	0
		N	0	0	0																0	0	0
		Tot	6	2	8																6	2	8
	Trades/Tech.	%	25.0	11.1	0							0	0					0	4.5	0	3.4	5.6	0
		N	1	1	0							0	0					0	2	0	1	3	0
		Tot	4	9	12							1	1					24	44	51	29	54	63
	TOTAL FEMALE NON-TRAD.	%	9.1	9.1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6.3	0	2.6	6.7	0
		N	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	1	4	0
		Tot	11	11	23	0	0	0	0	0	0	1	1	0	0	0	0	26	48	54	38	60	77
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	8.3	7.7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3.7	0	1.9	4.0	0
		N	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	1	4	0
		Tot	12	13	23	4	3	5	0	0	0	2	1	1	0	0	0	34	82	87	52	99	116

Table B-46

Number and Percentage of Former Waimea High School Students Enrolled in Nontraditional Male and Female Voc. Ed. Areas at Six U.H. Community Colleges, Fall 1980, 1981 and 1982

COMMUNITY COLLEGE

NON-TRADITIONAL VOC ED AREAS			Honolulu			Kapiolani			Windward			Leeward			Maui			Kauai			TOTAL		
			1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982	1980	1981	1982
MALE NON-TRAD. AREAS	Secretarial	%											0	0				0	0	0	0	0	0
		N											0	0				0	0	0	0	0	0
		Tot											1	1				14	29	33	14	30	34
	Health Science	%																0	0	11.1	0	0	11.1
		N																0	0	1	0	0	1
		Tot																3	6	9	3	6	9
	Public Service	%		0			0															0	
		N		0			0															0	
		Tot		1			1															2	
	Trades/Tech.	%	25.0	0	0	25.0	0	0													25.0	0	0
		N	1	0	0	1	0	0													2	0	0
		Tot	4	2	1	4	2	1													8	4	2
	TOTAL MALE NON-TRAD.	%	25.0	0	0	25.0	0	0	0	0	0	0	0	0	0	0	0	0	0	2.4	8.0	0	2.2
		N	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1
		Tot	4	3	1	4	3	1	0	0	0	0	1	1	0	0	0	17	35	42	25	42	45
FEMALE NON-TRAD. AREAS	Agriculture	%																					
		N																					
		Tot																					
	Public Service	%	0		0	0		0										0	25.0	0	0	25.0	0
		N	0		0	0		0										0	1	0	0	1	0
		Tot	1		2	1		2										7	4	2	9	4	6
	Technical	%	0	0	16.7	0	0	16.7													0	0	16.7
		N	0	0	2	0	0	2													0	0	4
		Tot	6	2	12	6	2	12													12	4	24
	Trades/Tech.	%	0	0	0	0	0	0				0						0	3.1	15.0	0	1.9	11.1
		N	0	0	0	0	0	0				0						0	1	6	0	1	6
		Tot	13	10	7	13	10	7				3						30	32	40	59	52	54
	TOTAL FEMALE NON-TRAD.	%	0	0	9.5	0	0	9.5	0	0	0	0	0	0	0	0	0	0	5.6	14.3	0	3.3	11.9
		N	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	2	6	0	2	10
		Tot	20	12	21	20	12	21	0	0	0	3	0	0	0	0	0	37	36	42	80	60	84
MALE/FEMALE NON-TRAD. AREAS COMBINED		%	4.2	0	9.1	4.2	0	9.1	0	0	0	0	0	0	0	0	0	0	2.8	8.3	1.9	2.0	8.5
		N	1	0	2	1	0	2	0	0	0	0	0	0	0	0	0	0	2	7	2	2	11
		Tot	24	15	22	24	15	22	0	0	0	3	1	1	0	0	0	54	71	84	105	102	129

APPENDICES

APPENDICES

Page

A. The EGO Project Survey Questionnaire--- 357

B. High School Participation in EGO Project By School District and Year---- 365

C. EGO Participant Roster: 1978-1982----- 367

D. Sourcebook for Equal Goals in Education: Title Page and Table of Contents---------------------------------- 377

E. Sample Sex Equity Activity Plans------- 381

F. Sample EGO Materials-------------------- 389

UNIVERSITY OF HAWAII

Office of the State Director for Vocational Education

Equal Goals in Occupations Project

April 18, 1983

Dear EGO Participant,

We are currently assessing the achievements of the 5-year EGO Project. To facilitate this review, a simple questionnaire appearing on the following pages and covering the essential aspects of the project has been developed.

Please share your thoughts and perceptions. Your responses regardless of when you participated in the project are extremely important in enabling us to improve our programs. Your suggestions for future action will also be very helpful.

The questionnaire should take approximately 15 minutes to complete. If you have attended the Fall workshop more than once, you should respond with reference to the most recent year of participation and to the position you had at that time.

Do respond candidly. All comments/responses are confidential. Only categorical information such as the district, school, year, etc. will be reported.

Please return the completed questionnaire in the enclosed envelope by May 6, 1983. If there are questions, call me at 948-7461.

Thank you.

Berlyn C. Nishimura

Berlyn C. Nishimura
Coordinator of Special Services

BCN:di

Enclosures

2327 Dole Street · Honolulu, Hawaii 96822 / Cable Address: UNIHAW
An Equal Opportunity Employer

Status: ___ District ___ School ___ Year ___ Position ___ Sex ___ Group

PART I: BACKGROUND INFORMATION

Place a check (✓) for:

1. Your age group.

    ____ 1. 20 - 29 years
    ____ 2. 30 - 39 years
    ____ 3. 40 - 49 years
    ____ 4. 50+ years

2. Your major teaching area while an EGO participant. (Teachers only).

    ____ 1. Agriculture
    ____ 2. Distributive Ed.
    ____ 3. Office Ed.
    ____ 4. Occupational Home Ec.
    ____ 5. Consumer Home Ec.
    ____ 6. Technical Ed.
    ____ 7. Trade and Industry
    ____ 8. Career and Guidance
    ____ 9. Other ____________ (specify)

3. Your major ethnic background.

    ____ 1. Black
    ____ 2. Caucasian
    ____ 3. Chinese
    ____ 4. Filipino
    ____ 5. Hawaiian/Part Hawaiian
    ____ 6. Japanese
    ____ 7. Pacific Island Group
    ____ 8. Other ____________ (specify)

PART II: YOUR EGO TEAM

1. Check the statement which best characterizes how your EGO Team worked together.

    ____ 1.1 One person did most of the work.
    ____ 1.2 A few persons did most of the work.
    ____ 1.3 The work was pretty much shared among the team members.
    ____ 1.4 Other (specify) ____

2. Overall, how successful was the EGO Team in INCREASING AWARENESS OF SEX BIAS. Answer by circling the appropriate scale number.	Not At All	A Little	Some-what	Quite A Bit	Very Much So
2.1 How successful among teachers?	1	2	3	4	5
2.2 How successful among students?	1	2	3	4	5
2.3 How successful within the community?	1	2	3	4	5
3. How successful was the EGO Team in REDUCING BIASED PROCEDURES AND PRACTICES within the school?	1	2	3	4	5

4. What could (should) the EGO Project Office have done to help your school team be more effective? Check all statements that apply.

   ____ 4.1 Disseminate relevant posters, audio-visuals, etc. for classroom use.

   ____ 4.2 Provide classroom instruction materials on sex equity.

   ____ 4.3 Maintain close contact with the team.

   ____ 4.4 Make school visitations.

   ____ 4.5 Do mid-year follow-up.

   ____ 4.6 Other (specify) ____

   ____

PART III: YOUR EGO TRAINING WORKSHOP

The following items relate to the EGO workshop in the Fall. Answer by circling the appropriate scale number.

	Almost None	About 25%	About Half	About 75%	Almost All
1. About how much of the training have you actually used?	1	2	3	4	5
2. About how much of the training will you continue to use?	1	2	3	4	5

3. How useful were the following items:	Not At All Useful	A Little Useful	Moderately Useful	Quite Useful	Very Useful
3.1 Laws and regulations for reducing sex stereotyping/sex bias.	1	2	3	4	5
3.2 Effects of sex bias and stereotyping on vocational programs.	1	2	3	4	5
3.3 Effects of language bias on vocational course enrollment.	1	2	3	4	5
3.4 Importance of continuous efforts to reduce sex bias.	1	2	3	4	5
3.5 Various strategies for reducing sex stereotyping and sex bias.	1	2	3	4	5

	Not Effective	A Little Effective	Somewhat Effective	Quite Effective	Very Effective
4. Overall, how effective was the EGO Training Workshop you attended?	1	2	3	4	5

PART IV: SEX EQUITY PLANS/ACTIVITIES

This section covers various school plans/activities for INCREASING AWARENESS OF SEX BIAS in the schools, and for REDUCING SEX BIASED PROCEDURES AND PRACTICES.

INSTRUCTIONS:

1) Answer yes or no in Column I if the activity was done at your school.

2) If yes, rate the effectiveness of the activity in INCREASING AWARENESS (Column II) and in REDUCING SEX BIASED PROCEDURES/PRACTICES (Column III). Use the Effectiveness Scale of 1 to 7 for these columns.

EFFECTIVENESS SCALE: Ineffective ———— Very Effective

1 2 3 4 5 6 7

	LIST OF ACTIVITIES	I Circle Yes or No	II INCREASING AWARENESS OF SEX BIAS	III REDUCING SEX BIASED PROCEDURES/PRACTICES
1.	Feature speakers from occupations not traditional to their sex (e.g. female welder, male nurse, etc.)	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7
2.	Conduct registration and/or curriculum awareness activities for "non-traditional" occupations.	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7
3.	Conduct EGO mini-workshops for school faculty.	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7
4.	Use EGO Mini-Sessions containing sex role exercises for students (e.g. "Cinderella and Prince Charming").	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7
5.	Conduct pre-registration tours of Voc Tech shops.	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6.	Produce sex equity materials (brochures, flyers, etc.)	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7
7.	Conduct sex equity poster contest.	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7
8.	Emphasize "non-traditional" vocational opportunities at Open House.	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7

EFFECTIVE SCALE: Ineffective ——— Very Effective

1 2 3 4 5 6 7

I II III

	I	II	III
9. Recognize/publicize students in courses not traditional to their sex (e.g. females in auto mechanics; males in shorthand, etc.)	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7
10. Include information on "non-traditional" occupations at pre-registration orientation.	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7
11. Pair students enrolling in "non-traditional" occupational courses.	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7
12. Arrange for media/promotional activities (e.g. exhibits, local newspapers, etc.)	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7
13. Make presentations to community groups.	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7
14. Review/revise all printed materials to eliminate language bias.	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7
15. Other (specify) ____________	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7
16. Other (specify) ____________	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7

PART V: FUTURE DIRECTIONS

1. What are your recommendations for improving sex equity in the schools, e.g. activities for teachers, new approaches for the DOE or the EGO Project Office?

PART VI: SOME QUESTIONS CONCERNING SEX EQUITY

The following statements describe various viewpoints about sex equity and related programs, i.e. efforts to promote equal opportunities for males and females in the schools.

INSTRUCTIONS:

Indicate the extent to which you Disagree or Agree with each statement by circling the appropriate scale number.

	DISAGREE		AGREE	
1. Sex Equity programs:	Strongly	Mildly	Mildly	Strongly
1.1 cause more problems than they may be worth.	1	2	3	4
1.2 are probably justified on the mainland, but not here in Hawaii.	1	2	3	4
1.3 are probably justified in Honolulu, but not in the more rural parts of the state.	1	2	3	4
1.4 create a new awareness of a very important social problem.	1	2	3	4
1.5 reduce occupational stereotypes and bias, at least at the school level.	1	2	3	4
1.6 have begun to reduce occupational stereotyping and bias in the larger society as well.	1	2	3	4
1.7 have improperly attacked culture and traditions which view women as essentially "home makers", and men as "breadwinners".	1	2	3	4
1.8 help students to succeed in occupations that interest them.	1	2	3	4
2. Fully employed women who are high school graduates have less income on the average than fully employed men who have not completed elementary school.	1	2	3	4
3. There should be a strict merit system in job appointment and promotion without regard to sex.	1	2	3	4

	DISAGREE		AGREE	
	Strongly	Mildly	Mildly	Strongly
4. Title II Legislation specifies actions for developing and implementing programs to overcome sex bias and stereotyping.	1	2	3	4
5. Under modern economic conditions with women working outside the house, men should share in household tasks such as washing dishes, and doing the laundry.	1	2	3	4
6. The average woman worker is slightly less educated than the average man worker.	1	2	3	4
7. On the average, women should be regarded as less capable of contributing to economic productivity than men.	1	2	3	4
8. A majority of women work because of economic need.	1	2	3	4
9. Society should regard the services rendered by women workers as equally valuable to those rendered by men.	1	2	3	4
10. The average women worker earns less than 60% of what a man earns, even when both work full-time.	1	2	3	4
11. There are many jobs in which men should be given preference over women in being hired or promoted.	1	2	3	4
12. Occupational sex stereotyping has influenced the career choices of students.	1	2	3	4

OPTIONAL

There may be other areas of concern to you. Please feel free to share these and/or any other comments and suggestions. They will be given serious consideration.

Please mail your completed questionnaire in the enclosed return envelope by May 6, 1983.

We will be sharing the results of this survey and the documentation of other aspects of the project with you in the Fall, 1983.

THANK YOU

FOR
YOUR TIME AND INTEREST
IN THIS EFFORT

APPENDIX B

High School Participation in EGO Project
By School District and Year

District	School	1978-79	1979-80	1980-81	1981-82	1982-83
Central	Aiea					X
	Leilehua				X	
	Mililani					X
	Moanalua			X		
	Radford					X
	Waialua	X				
Honolulu	Farrington	X				
	Kaimuki		X			
	Kaiser					X
	Kalani				X	
	McKinley			X		
	Roosevelt					X
Leeward	Campbell	X				
	Nanakuli				X	
	Pearl City		X			
	Waianae			X		
	Waipahu					X
Windward	Castle		X			
	Kahuku	X				
	Kailua			X		
	Kalaheo				X	
	Olomana				X	
Hawaii	Hilo	X				
	Honokaa					X
	Kau			X		
	Kohala			X		
	Konawaena					X
	Laupahoehoe					
	Pahoa				X	
	Waiakea		X			
Maui	Baldwin		X			
	Hana				X	
	Lahainaluua			X		
	Lanai					X
	Maui					X
	Molokai	X				
Kauai	Kapaa				X	
	Kauai		X			
	Waimea	X				
	TOTALS:	7	6	7	8	11

EGO PARTICIPANT ROSTER

PROJECT YEAR	DOE SECONDARY SCHOOL	EGO PARTICIPANT
1978-79	Campbell High School	1. Bartlow, Bill
		2. Choy, Elsie
		3. Cuizon, Lynn
		4. Flood, Caroline
		5. Hookano, Letitia
		6. Kajikawa, Dennis
		7. Lennox, Chuck
		8. Lubawski, Lorna
		9. Mitsuda, Lance
		10. Reum, Charles
		11. Sime, Thomas
		12. Tano, Jim
	Farrington High School	1. Ahn, Aaron
		2. Aizawa, Herman
		3. Calabrese, Tony
		4. Furuno, Florence
		5. Gibbons, Joyce
		6. Ishado, Morris
		7. Ishikawa, Howard
		8. Kawano, Ralph
		9. Murakami, Hideo
		10. Sakamaki, Sidney
	Hilo High School	1. Abe, James
		2. Hamakawa, Kiyoshi
		3. Kunishige, Yaeko
		4. Maekawa, Ruby
		5. Ogata, Joan
		6. Sakurai, Deborah
		7. Towata, Winston
		8. Toyama, Hazel
		9. Zane, Herbert
	Kahuku High School	1. Katekaru, Leslie
		2. Kidoguchi, Allen
		3. Masumoto, Rodney
		4. Takuafu, Tomasi
		5. Toasoga, Penilosa
		6. Wilkerson, Jack
	Molokai High School	1. Aki, Lorraine
		2. Ishii, Diane
		3. Kashigi, Linda
		4. Kula, Ron
		5. Lindsey, Lokelani
		6. Park, Rodney
		7. Shizuma, Takeshi

EGO PARTICIPANT ROSTER

PROJECT YEAR	DOE SECONDARY SCHOOL	EGO PARTICIPANT
1978-1979...	Waialua High School	1. Fukuoka, Steve
		2. Hiraoka, Jane
		3. Honma, Jane
		4. Itamoto, James
		5. Kuwada, Gordon
		6. Lavarias, Fred
		7. Nagata, Ted
		8. Shibuya, Amy
		9. Watanabe, George
		10. Yamada, Jimmy
	Waimea High School	1. Doi, Richard
		2. Ho, Naoko
		3. Hustead, Rodney
		4. Miyamoto, Lynn
		5. Oshima, Arthur
		6. Snyder, Carol
		7. Togioka, Myles
	District Specialists	1. Hara, Thelma
		2. Hee, Violet
		3. Miyamoto, Shirley
		4. Seki, Toshi
		5. Toma, Ron
		6. Ueda, George
		7. Won, Barbara
1979-1980	Baldwin High School	1. Cole, David
		2. Davis, Diane
		3. Huntley, Barbara
		4. Lake, Miriam
		5. Lindsey, Lokelani
		6. Shima, Alvin
		7. Shimada, Harry
	Castle High School	1. Chang, Louella
		2. Kitajima, Marian
		3. Mar, Gilbert
		4. Masuda, Vernon
		5. Motooka, Willis
		6. Onaga, Dexter
		7. Shon, George
		8. Takata, Elvelyn
		9. Toddy, Robert
		10. Uesugi, Herbert
		11. Wada, May
		12. Wilson, Grace

Appendix C

EGO PARTICIPANT ROSTER

PROJECT YEAR	DOE SECONDARY SCHOOL	EGO PARTICIPANT
1979-1980...	Kaimuki High School	1. Denman, Charles
		2. Furutani, Lorene
		3. Hadama, Richard
		4. Longmore, Ivan
		5. Maeda, Amy
		6. Motobu, Fujiko
		7. Morikawa, Raymond
		8. Muramaru, Jessie
		9. Takaki, Larry
		10. Teshima, Nancy
	Pearl City High School	1. Aranaydo, Lester
		2. Fernandez, Kathy
		3. Freitas, Allan
		4. Freitas, Sharon
		5. Iwamasa, Merle
		6. Kasahara, Fumi
		7. Kawashima, Nathan
		8. Mayor, Roberta
		9. Nagao, Fred
		10. Nii, Andy
		11. Silva, Bernie
		12. Taga, Galen
	Waiakea High School	1. Aki, Alexander
		2. Bean, Robert
		3. Fujimoto, JoAnn
		4. Hirata, Sharyn
		5. Iida, Hardy
		6. Kawachika, Robert
		7. Liu, Dorthy
		8. Marsh, Frank
		9. Yokoyama, Netlie
		10. Yoshimoto, Curtis
	District Specialists	1. Hee, Violet
		2. Matsunami, Nellie
		3. Miyamoto, Shirley
		4. Seki, Toshio
		5. Won, Barbara
1980-1981	Kailua High School	1. Ho, Pat
		2. Kane, Atomic
		3. Kumai, Lincoln
		4. Lim, Debra
		5. Lombardi, Pete
		6. Maeda, Benny
		7. Nekoba, Patricia

Appendix C

EGO PARTICIPANT ROSTER

PROJECT YEAR	DOE SECONDARY SCHOOL	EGO PARTICIPANT
1980-1981...	Kailua High School...	8. Offstein, Norman 9. Reed, Bob 10. Sato, Stanley 11. Segawa, Karen 12. Tamaru, Roland
	Ka'u High School	1. Fujimori, Robert 2. Fukada, Dale 3. Mashiyama, Richard 4. Tomiyama, Penelope 5. Torigoe, Margaret
	Kohala High School	1. AhSam, Henry 2. Andrews, Ruth Ann 3. Clark, Martin 4. Fuertes, David 5. Hing, Eva 6. Okada, Edward 7. Pagat, Gilbert 8. Shumann, George 9. Yamasaki, Gertrude
	Lahainaluna High School	1. Antoku, Susan 2. Bills, Jeanette 3. Hayashi, Rena 4. Kakiuchi, Clifford 5. Kawamura, Ted 6. Nip, Al 7. Sakado, Robert 8. Snyder, Marian
	McKinley High School	1. Kishimoto, Linda 2. Miller, Gerald 3. Nakamura, Charles 4. Sakamoto, Richard 5. Sakata, Dennis 6. Shimokawa, Janice
	Moanalua High School	1. Chow, Lavina 2. Fujii, Myron 3. Hiramoto, Judith 4. Kibota, Mildred 5. Kim, James 6. Knopp, Bonita 7. Koide, Kerry 8. Nakai, Beth 9. Serikaku, Albert 10. Sims, Stephanie

EGO PARTICIPANT ROSTER

PROJECT YEAR	DOE SECONDARY SCHOOL	EGO PARTICIPANT
1980-1981...	Moanalua High School...	11. Sugimoto, Blanche 12. Tanitomi, Faith
	Waianae High School	1. Choy, Elsie 2. Hirano, Malcolm 3. Inovehas, Clarice 4. Jackson, Peter 5. Kila, Glenn 6. LeeLoy, Hartwell 7. McKee, Conkling 8. Mondo, Yolanda 9. Teixeira, Sylvia 10. Tokunaga, Laverne
	District Specialists	1. Matsunami, Nellie 2. Toma, Ron 3. Won, Barbara 4. Yoshioka, Elaine
1981-1982	Hana School	1. Hee, Lianne 2. Higashi, Richard 3. Kanakaole, Kuuipo 4. Kobayashi, Derrick 5. Moore, Gregory 6. Morioka, Karen 7. Spearing, Robert 8. Yamauchi, Brad
	Kalaheo High School	1. Alegre, Marsha 2. Biggs, Larry 3. Furukawa, Kenneth 4. Mumper, Barry 5. Smith, Charles 6. Wee, Wesley
	Kalani High School	1. Chamberland, Janet 2. Ito, Shizue 3. Izumi, Fannie 4. Kokubun, Paul 5. Nahoopii, Samuel 6. Nikaido, Jane 7. Nip, Thelma 8. Omura, Linda 9. Ryusaki, Ellen 10. Sato, Terry

EGO PARTICIPANT ROSTER

PROJECT YEAR	DOE SECONDARY SCHOOL	EGO PARTICIPANT
1981-1982	Kapaa High School	1. Henriques, Eugene 2. Hill, Gerald 3. Kubota, Richard 4. Miyamoto, Joy 5. Morita, Martha 6. Nakata, Esther 7. Tasaka, Clyde 8. Watanabe, Richard 9. Youn, Gilmore
	Laupahoehoe High School	1. Kekauoha, marhery 2. Kekauoha, Philip 3. Kobayashi, Gloria 4. Kushi, Naomi 5. Leong, Sam 6. Murota, Albert 7. Okazaki, Ronald 8. Waitt, Sally 9. Yamanaka, Harry
	Leilehua High School	1. Alapati, Kiteli 2. Beamer, Keola 3. Elia, Cynthia 4. Ferrell, Guy 5. Harayama, Robert 6. Iha, James 7. Ishimoto, Myrna 8. Iwasaki, Randy 9. Sakai, Glenn 10. Seville, Jan 11. Wong, Russell 12. Yamamoto, Dennis
	Nanakuli High School	1. Amerio, Teresa 2. Bailey, Margaret 3. Burgess, Lapreal 4. Freitas, Sharon 5. Hernandez-Robinson, Estale 6. Hirohata, Kenneth 7. Kamada, Katherine 8. McGrew, Alfred 9. Payne, Catherine 10. Tonda, Judy 11. Verzon, Amadeo 12. Woo, Victoria
	Olomana High School	1. Chock, Bonnie 2. Hagmann, Larry 3. Schroeder, Ellen

Appendix C

EGO PARTICIPANT ROSTER

PROJECT YEAR	DOE SECONDARY SCHOOL	EGO PARTICIPANT
1981-1982...	Olomana High School...	4. Tagawa, Linda 5. Williams, Bernard
	District Specialists	1. Fujita, Art 2. Matsunami, Nellie 3. Miyamoto, Shirley 4. Oura, Glenn 5. Toma, Ron 6. Won, Barbara
1982-1983	Aiea High School	1. Honda, Richard 2. Nip, Joyce 3. Ogasawara, Pauline 4. Siu, Edwina 5. Tamayose, Iris
	Honokaa High School	1. Garcia, June 2. Gushiken, Dale 3. Kawashima, Nathan 4. Nakamura, Miles 5. Sakamoto, Jerry 6. Yoneda, Wayne
	Kaiser High School	1. Chuck, Leanne 2. Chow, Steven 3. Minami, Glenn 4. Miyamoto, Kay 5. Miyamoto, Noboru 6. Montgomery, James 7. Swearingen, Joanne
	Konawaena High & Intermediary	1. Aramori, Roy 2. Cole, Dave 3. Kaneko, Gilbert 4. Kimura, Morris 5. Nottage, Anne 6. Paik, Heidi 7. Sasaki, Guy 8. Weaver, Nancy 9. Yoshida, Kenneth
	Lanai High & Elementray	1. Beatie, Dianne 2. Norman, Ralph 3. Reilly, Fairfax 4. Sakamoto, Howard 5. Sera, Kyle

EGO PARTICIPANT ROSTER

PROJECT YEAR	DOE SECONDARY SCHOOL	EGO PARTICIPANT
1982-1983...	Maui High School	1. Ishii, Dennis 2. Nomura, Bette 3. Pellegrino, Wallette 4. Sugimoto, Charlene 5. Tanaka, Barbara 6. Uyehara, Stephan 7. Yamamoto, Calvin 8. Yanagi, George
	Mililani High School	1. Creacy, Donald 2. Endo, Wesley 3. Kaneshiro, Suzanne 4. Ota, Darrell 5. Ozawa, Gordon 6. Tanahara, Velma 7. Uyeda, Lei
	Pahoa High & Elementary	1. Bertilacci, James 2. Inouye, Kent 3. MacQuiston, Richard 4. Manning, Charles 5. Matsui, Takashi 6. Seely, Patrick
	Radford High School	1. Akahoshi, Raymond 2. Arakawa, May 3. Fukuji, Jean 4. Ikeda, Janice 5. Katayama, Dennis 6. kSaito, Kenneth 7. Wheeler, Betty
	Roosevelt High School	1. Goo, Charles 2. Kaneko, Larry 3. Kho, Franklin 4. Stevens, C.W. 5. Taniguchi, Bessie 6. Kaser, Mary Helen
	Waipahu High School	1. Gushiken, Thomas 2. Kajikawa, Dennis 3. Kanemoto, David 4. Lai, Harriet 5. Miyahira, Jean 6. Nakano, Jeanette 7. Tam, Alan 8. Zukemura, Trudy

EGO PARTICIPANT ROSTER

PROJECT YEAR	DOE SECONDARY SCHOOL	EGO PARTICIPANT
	District Specialists	1. Omura, Howard 2. Toma, Ron 3. Won, Barbara
	Others	1. Araki, Mako BOE member

511

EGO...EGO...EGO...EGO...EGO...EGO...EGO...EGO...EGO...EGO...EGO...

SOURCE BOOK FOR EQUAL GOALS IN OCCUPATIONS

Cooperatively Developed by

Hawaii State Department of Education/
Office of the State Director
for Vocational Education, Hawaii

1978

TABLE of CONTENTS

ACKNOWLEDGEMENTS i

INTRODUCTION iv

CONSEQUENCES OF SEX DISCRIMINATION AND SEX-ROLE STEREOTYPING 1

LEGISLATION 4

  What Do You Know About Title IX? 5
  Summary of Regulations for Title IX, Educational Amendments of 1972 6
  Title IX or Title II? 10
  The Education Amendements of 1976: A Summary of the Provisions Related to Sex Equity in Vocational Education 11
  Comparison of the 1976 Education Amendments and Title IX 19
  Additional Legislation Affecting Vocational Education 20

COUNSELING 2

  Recognizing Sexist and Nonsexist Behaviors 22
  Assessing Sex Equity in Vocatinal Education 26
  Assessing the Counseling Program 27
  Monitoring Enrollment Trends 30

ENVIRONMENT 33

  Advisory Committee Membership 34
  Awards and Honors 35
  Bulletin Boards and Displays 36
  Co-Curricular Activities 38
  Facilities 39
  Teaching Materials 40
  Textbooks 42

PUBLIC RELATIONS 43

  Community Awareness Workshop 44
    Value Voting 46
    Sex Stereotyping and the World of Work 49
    Project EGO 58
    Self-Assessment 59

  School Personnel Awareness Workshop 62
    Sex Stereotyping and the World of Work 64
    Federal Legislation 73
    Implementing Sex Equity 76
    Assessing Sex Equity 77
    Self-Assessment 78
    Project EGO 84

PUBLIC RELATIONS, continued

Student Awareness Workshop--Mini-Session.................... 85
  Instructor's Guide for Student Mini-Session............... 86
  Student Mini-Session Handout.............................. 92

Student Awareness Workshops--Classroom Instruction, Option A. 107
  A Look Into the Future.................................... 109
  Once Upon a Time.. 110
  Defining Stereotyping..................................... 119
  Changing Lives.. 122
  Case Studies.. 128
  Sex-Role Stereotyping in the Media........................ 132
  Assessing Textbooks for Sex-Role Stereotyping............. 133
  What's My Line?... 134
  Plan Your Future.. 135

Student Awareness Workshops--classroom Instruction, Option B. 139
  Expanding Career Horizons................................. 140

Tour of Vocational Facilities/Career Fair................... 141

Brochures... 144

AUDIO-VISUAL AIDS... 146

BIBLIOGRAPHY.. 147

Appendix E

SAMPLE SEX EQUITY ACTIVITY PLANS

Campbell High School Sex Equity Action Plan------ 382
Aiea High School Sex Equity Action Plan---------- 385

CAMPBELL HIGH SCHOOL

ACTION PLAN TO ELIMINATE SEX BIAS IN VOCATIONAL EDUCATION

OBJECTIVE (Include dates)	STRATEGIES OR ACTIVITIES (Include person responsible)	EVALUATION
I. COUNSELING A. Each guidance and vocational education personnel will develop one motivational strategy showing non-sex bias vocational education programs before registration. (April 1979)	Conduct an experiment in the curriculum of a guidance class. The experimental class will have a modified curriculum to motivate students to take non-traditional voc-tech courses. The control group will not have modified curriculum.	The experimental class will have a greater percentage of students taking non-traditional classes than the control group.
II. STAFF The Campbell High School EGO team will increase staff awareness of sex stereotyping at a faculty meeting by the first faculty meeting in December. Responsibilities: 1. Set up Faculty Meeting--Lennox 2. Cover Sheet--Reum 3. Booklets--EGO team members a. removal of page 13 b. attach cover sheet c. passing out d. collection of cover sheet 4. Moderator--Tom Sime 5. Skits--EGO team members	Conduct Mini-Session at each December faculty meeting: 1. Tom Sime, M.C.--Introduction 2. Commercial stereotyping skits presented by EGO Workshop team as introduction definition to sex-stereotyping. 3. I.Q. Test 4. Read Mini-Session stories 5. Pass out booklets a. Girls do pages 2 & 3 b. Boys do pages 6 & 7 c. Explain pages 9 & 10 d. Explain how students would answer pages 11 & 12 e. Discuss page 14 6. Collect cover sheet NOTE: Page 13 of booklet to be removed.	Cover Sheet (attendance/recommendations) Marked increase in enrollment of non-traditional students in vocational courses.

CAMPBELL HIGH SCHOOL
ACTION PLAN TO ELIMINATE SEX BIAS IN VOCATIONAL EDUCATION

OBJECTIVE (Include dates)	STRATEGIES OR ACTIVITIES (Include person responsible)	EVALUATION
III. ENVIRONMENT Teachers from the Campbell High School EGO team will use teaching materials that are non-sex biased by rewording and developing teaching materials to present to their classes immediately.	Teacher made instructional materials should be examined and reworded for gender changes.	All EGO team members will meet at least once during the remaining of the year to criticize each other's material.
IV. STUDENTS The combined effort of the guidance and vocational education personnel will develop two motivational strategies showing non-sex bias vocational education programs before December 1978.	Re-evaluate and rewrite the voc-tech titles and course descriptions. Develop at least one poster informing students of vocational-technical courses.	There will be a positive shift in enrollment in voc-tech classes as evidenced by comparing sex discrimination current and future.
	Conduct a pilot project in the curriculum of a Freshman guidance class, to motivate students to enroll in non-traditional voc-tech course. The experimental class will have a modified curriculum whereas the control group will not Actions: * Graphic Arts teacher will introduce the nature of the course. * Students will visit the Graphic Arts class.	Experimental class will have a greater percentage of non-traditional students enrolled in the Graphic Arts class than the controlled group.

CAMPBELL HIGH SCHOOL
ACTION PLAN TO ELIMINATE SEX BIAS IN VOCATIONAL EDUCATION

OBJECTIVE (Include dates)	STRATEGIES OR ACTIVITIES (Include person responsible)	EVALUATION
V. COMMUNITY To inform parents and community of actions being taken at Campbell High School to eliminate sex-stereotyping in vocational courses. (School year 1978-79)	At the January meeting of the Campbell School Community Council: Step I--1. Sex-Stereotyping and the World of Work. Pages 47-57, Sourcebook 2. Self assessment--pages 59-61, Sourcebook 3. Brainstorm--what can we do as a council to inform parents and community about Campbell's actions to reduce sex stereotyping. 4. Enlist the aid of council members to help carry out the action plan agreed upon. Step II-- Implement action plan developed in Step I above. Principal responsible.	To be based upon action plan developed by school community council.

School: Aiea High School

SEX EQUITY ACTION PLAN

OBJECTIVES (Include objectives for equity among students, school personnel, and in counseling, school environment and community)	STRATEGIES/ACTIVITIES (Include dates of activities and person(s) responsible)	EVALUATION
Students To increase student awareness in non-traditional careers and courses.	1. Career awareness day focusing on non-traditional occupations. Activity: Sponsored by STEP class on May 11, 1983. THEME: Social Change and Career Choices in the 1990's: Getting Started Now. Featured 17 topics of discussion which included "Women in the Trades: Unique Career Opportunities for Women Today."	Comments from students and faculty.
	2. School assemblies, newspapers. Activity: 1) Article in parent bulletin Ka Lono Na Ali'i o Aiea, February 16, 1983. 2) Business Department Open House, March 16-17, 1983. 3) Pre-Registration Sessions for 9th, 10th, and 11th graders conducted by grade level counselors. 4) Home Economics and Business departments publicize courses with printed brochures.	
	3. Plan mini workshops and contests to emphasize skills in different content areas. Activity: Business Department sponsored a baking contest.	Comments made by students.

School: Aiea High School

SEX EQUITY ACTION PLAN

OBJECTIVES (Include objectives for equity among students, school personnel, and in counseling, school environment and community)	STRATEGIES/ACTIVITIES (Include dates of activities and person(s) responsible)	EVALUATION
School Personnel To reduce sex stereotyping by making them aware of sex biases.	1. Discuss EGO with faculty and staff through EGO staff. Activity: On January 27, 1983, EGO team conducted a survey of faculty and staff on sex biases and stereotyping.	Feedback and comments fro faculty and staff.
	2. Open-house within departments prior to registration. Activity: Pre-Registration Parent Information Night was held on March 16, 1983, with all departments participating.	Questions raised and comments.
Counseling	1. Suggest and coordinate career speakers. Activity: Worked with STEP advisor for Career Fair Day.	
	2. Coordinate and review pre-registration materials. Activity: Reviewed registration booklet with registrar prior to publication and distribution.	

School: Aiea High School

SEX EQUITY ACTION PLAN

OBJECTIVES (Include objectives for equity among students, school personnel, and in counseling, school environment and community)	STRATEGIES/ACTIVITIES (Include dates of activities and person(s) responsible)	EVALUATION
Community	1. Publicizing career awareness through parent bulletin. Activity: Article in parent bulletin, *Ka Lono Na Ali'i O Aiea*, February 16, 1983	
	2. Solicit parent support as speakers. Activity: Several parents were speakers at Career Fair on May 11, 1983	Interest and comments of students and faculty.
	3. Utilize alumnae as speakers.	Unable to obtain alumnae speakers.
	4. Write and publish articles highlighting students in Business, Home Economics, and Industrial Arts courses.	Though many awards were received and students highlighted in published articles, none were for students in a non-traditiona capacity.

STUDENT MINI-SESSION

Equal Goals in Occupations

CINDERELLA

Once upon a time there was a fair young maiden named Cinderella. She lived with her stepsisters and stepmother and was responsible for all of the cooking, cleaning, and other chores around their home. Cinderella had very little time to think about her future. She always did as she was told and never questioned her stepsisters or stepmother. Then she was miraculously discovered by Prince Charming and went to live with him in the castle. She ran the castle and raised their children, never thinking about working in the local sword repair shop or castle construction company. Prince Charming never abandoned her except for occassional trips to Crusader conventions. They never thought about divorce because that was not allowed. If things got too bad, Cinderella spent a few days in the local convent. For the most part, Prince Charming and Cinderella lived together happily--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Things are quite different today. The number of available Prince Charmings has decreased tremendously and many women must now work outside the "castle."

To find out if you are better prepared for Cinderellahood than for modern womanhood, check all the items in the following two lists which apply to you.

Appendix F

Cinderella: Check ( ) each item that applies to you.

_____ 1. I can cook.
_____ 2. I think a woman's place is in the home.
_____ 3. I cannot manage money.
_____ 4. I prefer love stories and movie magazines.
_____ 5. I do not worry about the future.
_____ 6. I expect to marry and have my husband support me.
_____ 7. I have no career plans.
_____ 8. I can raise children.
_____ 9 I can sew.
_____ 10. I can dance.
_____ 11. I have not had any job training.
_____ 12. I talk to mice.
_____ 13. I can give a party.
_____ 14. I have no job skills.
_____ 15. I am looking for Prince Charming.

Today's Woman: Check ( ) the items that apply to you.

_____ 1. I plan to work for 20 years.

_____ 2. I am not afraid to be the only girl in any class.

_____ 3. I have career plans.

_____ 4. I have investigated ALL high school job training courses including auto mechanics and electronics.

_____ 5. I know about apprenticeship programs.

_____ 6. I plan to have a skill before marriage so that I can always get a job.

_____ 7. I think I can do any job a man can do, as long as I receive the proper training.

_____ 8. I have talked to a counselor about my future job plans.

_____ 9. I have investigated training programs available in community colleges.

_____ 10. I am aware of the salary differences between secretaries and auto mechanics.

_____ 11. I know how much money it takes to feed a family of 4 for a week.

_____ 12. I am aware of Title IX.

_____ 13. I will graduate from high school.

_____ 14. I have thought about my future.

_____ 15. I can list 20 different jobs open to women. Prove it.

____

____

____

____

Cinderella Scoring: Total the number of checks on each checklist.

Cinderella Total Greater Than Today's Woman Total: The Glass Slipper fits and you are in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you work in the future (9 out of 10 high school girls will work). You need to start giving serious thoughts to job training available to you in high school. Unless you start training now for a

good-paying job, you may not be a very employable person.

Cinderella Total Equals Today's Woman Total: You have thought about your future but not enough. While you are probably very capable of managing a home, you do not think you will have to work once you are married. The truth is, you will probably work about 20 years of your life. You are not quite aware of what it takes to get a good paying job. You have probably explored the traditional female job training courses but none of the others. Be sure to explore all options--get all the information.

Todays's Woman Total Greater Than Cinderella Total: Hooray for you! You are ready to take on the world. You can manage a home and a job. you realize you will probably work in the future and have made some plans toward your career. You know what kind of job you will need to earn the money to meet today's cost of living expenses.

Appendix F

PRINCE CHARMING

Once upon a time there lived a fine young man named Prince Charming. He lived in a castle with his mother and father, the Queen and King. Although he loved to eat and look "charming," he never did any "castlehold" tasks such as cooking and sewing. Each morning Prince Charming would ride off to fight dragons. He was handsome, adventurous, and brave. When the Queen felt Prince Charming should have his own castle, he set out to find the woman of his dreams. He fell madly in love with Cinderella. She was not only sweet and beautiful; she also knew how to cook, clean, sew, and take care of a castle. Prince Charming continued to go off and fight dragons while Cinderella stayed in the castle and raised the kids. He never expected her to get a job in the local sword repair shop because that was not allowed. For the most part, Prince Charming and Cinderella lived together happily--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Things are quite different today. Many women must work outside the "castle," and men must now share household chores.

To find out if you are better prepared for Princehood than for modern manhood, check all the items in the following two lists which apply to you.

Prince Charming: Check ( ) each item that applies to you.

_____ 1. I expect to be the sole breadwinner of my family.

_____ 2. I feel financial matters are best handled by a man.

_____ 3. I feel women belong in the home.

_____ 4. I want to have a wife who will stay home and take care of me.

_____ 5. I do not think a man should clean house.

_____ 6. I do not think a man should sew.

_____ 7. I feel women should raise children.

_____ 8. I do not think boys should play with dolls.

_____ 9. I do not think men should cry.

_____ 10. I feel there are "men's jobs" and "women's jobs."

_____ 11. I cannot prepare a nutritionally balanced dinner.

_____ 12. I can slay dragons.

_____ 13. I would not consider being a secretary.

_____ 14. I do not think a man should be a househusband.

_____ 15. I am looking for Cinderella.

Today's Man: Check ( ) the items that apply to you.

_____ 1. I would teach my daughter how to work on a car.

_____ 2. I would allow my son to play with dolls.

_____ 3. I can sew.

_____ 4. I am not afraid to be the only guy in any class.

_____ 5. I plan to learn to take care ofmyself even if I marry.

_____ 6. I feel women have as much of a need and right to a career a men do.

_____ 7. I feel it is ok for guys to cry and show emotions.

_____ 8. I can clean house.

_____ 9. I know how to care for a baby.

_____ 10. I know how much money it takes to feed a family of 4 for a week.

_____ 11. I have investigated ALL high school job training courses including child care and food preparation.

_____ 12. I am aware of Title IX.

_____ 13. I will graduate from high school.

_____ 14. I would encourage my wife to seek a career.

_____ 15. I plan on learning how to take care of a house and sharing responsibilities with my wife.

Appendix F

Prince Charming Scoring: Total the number of checks on each checklist.

Prince Charming Total Greater Than Today's Man Total: You are expecting to slip the glas slipper on a woman's foot someday and live happily ever after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who will wait on you hand and foot, looking beautiful all the while, are hard to come by. You seem unaware that 9 out of 10 high school women will work outside the home in their future. You need to start giving serious thought to learning how to take care of yourself.

Prince Charming Total Equals Today's Man Total: You do not believe in Cinderella and Never Never Land. You realize that women have as much need for a career as men, so who will do the cooking and cleaning? You have probably explored the traditional male job training courses but none of the others. Explore all career options and do what you want to do.

Today's Man Total Greater Than Prince Charming Total: Hooray for you! You are ready to take on the world. You can manage a home and a job. You know what it costs to live, and you know what kinds of jobs will enable you to earn the necessary salary. You are man enough to enroll in any course--even if you are the only male in the class.

Congratulations.

Appendix F

Shirley and Jack

Shirley and Jack were married right after they graduated from high school. Jack had completed a vocational training program in high school and was employed at an auto body shop. He was earning about $5.00 an hour ($800 a month) and expected to be the breadwinner in his family. That was fine with Shirley because she had enjoyed the cooking and sewing classes in school and liked staying home to take care of their apartment. Besides, both Jack and Shirley loved children and intended to have a large family.

Right after their third child was born, Jack was laid off because of cutbacks. Because he could not find a job, Shirley and Jack were forced to live on unemployment insurance. But that was not enough to pay all their bills. Shirley decided to look for a job, but Jack got furious. After a series of fights, Jack gave in and allowed Shirley to look for a job.

Shirley did not have any vocational skills, but she was lucky. A local drive-in hired her at $2.60 an hour. She works at night and takes care of the children during the day so Jack can go job hunting. They have more bills than money and the employment scene is not good for Jack. Their savings has disappeared and life is miserable.

Questions:

What could Shirley have done to prevent the problem?

Would you have married Jack knowing his feelings about working wives?

Do you think Jack was prepared to be a househusband?

Could this happen to you?

Jenny and Gary

Gary and Jenny were both enrolled in auto mechanics in high school. Many of the students teased Jenny about being in the program, but Gary always supported her. Both Jenny and Gary came from homes where their mothers had to support the family, so they knew how important it was for a woman to have skills for a good-paying job.

After high school, Gary and Jenny were married. They both went to work in an auto repair shop, and they both earned good wages. They saved as much of their paychecks each month as possible and after two years were able to make a down payment on an apartment.

After building up their savings, they decided to have a baby. Jenny quit her job to become a full-time mother. When their son starts nursery school, Jenny plans to go back to work. The auto repair shops are looking for qualified women to hire so Jenny is not worried about finding a job.

Questions:

Would you have thought Jenny was crazy for taking auto mechanics?

Do you think guys would date a girl taking auto mechanics?

Can Jenny be a good mother and work too?

Would it be possible for Gary to stay home with the children while Jenny worked? Would that be an "OK" thing to do?

Appendix F

Self-Inventory Questionnaire

Directions: Circle the appropriate answer(s)

1. Are you planning to take a vocational course in high school?
    - A. Yes
    - B. No
2. If yes, in what field? ______________________________
3. If no, why not? ______________________________
4. Do you have plans for education beyond high school?
    - A. community college
    - B. university
    - C. business or technical school
    - D. on-the-job training
    - E. none
5. What are your plans for working after high school?
    - A. begin work immediately
    - B. begin work after further education or training
    - C. do not plan to work
    - D. undecided, but I have thought about it
    - E. undecided, I have not thought about it
6. After leaving high school, do you plan to continue living with your parents?
    - A. No
    - B. Yes, until I complete my education
    - C. Yes, until I get married
    - D. Yes, until I get a full-time job
7. After leaving high school, do you expect to receive financial support from your family?
    - A. No, I will support myself
    - B. Yes, but only in case of an emergency
    - C. Yes, until I complete my education
    - D. Yes, until I can support myself
    - E. Yes, until I get married
8. Do you think you will get married?
    - A. Yes
    - B. No (go to question 12)

9. If you do plan to get married, when do you plan to get married?
   - A. during high school
   - B. following high school graduation
   - C. following further education
   - D. after working at least two years
   - E. undecided

10. If you plan to marry, do you plan to have children?
    - A. Yes
    - B. No (go to question 12)

11. If you plan to have children, what are your future working plans?
    - A. do not ever plan to work
    - B. quit work when I marry
    - C. work until we have children and quit permanently
    - D. quit work when we have children and resume work after they are old enough

12. If you do not plan to have children or do not plan to marry, what are your future working plans?
    - A. do not ever plan to work
    - B. work for a few years
    - C. work continuously

13. When you start work, what job would you like to have?

    ____

14. How much do you think you will be able to earn at that job?
    - A. $5,000 or less per year
    - B. $10, or less per year
    - C. $15,000 or less per year
    - D. $20,000 or less per year
    - F. $20, 000 or more per year

15. How much education will you need to get the job you desire?
    - A. less than high school
    - B. high school
    - C. high school plus some further education
    - D. college (4 years or more)
    - E. don't know

16. Can you start training for the job you want in high school?
    - A. Yes
    - B. No

Appendix F

Equal Goals in Occupations (EGO) is for me. I would like more information on the following vocational education courses: (This course list should be modified to reflect the Vocational Education courses offered at your school.)

Industrial Technical

___Metals Technology
___Drafting Technology
___Technical Sketching & Interpretation
___Electrical Technology
___Building & Construction Technology
___Graphic Arts Technology
___Power & Auto Techonology
___Electronic Technology
___Cooperative Industrial Education

Agriculture

___Ornamental Horticulture
___Agriculture Technology
___Cooperative Agricultural Education

Business

___Advanced Typing
___Advertising
___Business Principal & Mgmt.
___Shorthand
___Business Machines
___Accounting
___Business Law
___Salesmanship
___Sales & Marketing
___Office Practice
___Data Processing
___Cooperative Distributive Ed.
___Cooperative Office Education

Occupational Home Economics

___Food Service
___Child Care Service
___Cooperative Home Economics

I plan on signing up for the following vocational education courses:

Industrial Technical

___Metals Technology
___Drafting Technology
___Technical Sketching & Interpretation
___Electrical Technology
___Building & Construction Technology
___Graphic Arts Technology
___Power & Auto Technology
___Electronic Technology
___Cooperative Industrial Education

Agriculture

___Ornamental Horticulture
___Agriculture Technology
___Cooperative Agricultural Education

Business

___Advanced Typing
___Advertising
___Business Principal & Mgmt.
___Shorthand
___Business Machines
___Accounting
___Business Law
___Salesmanship
___Sales & Marketing
___Office Practice
___Data Processing
___Cooperative Distributive Ed.
___Cooperative Office Education

Occupational Home Economics

___Food Service
___Child Service
___Cooperative Home Economics

Name________________________________ Grade Level________

Home Room Teacher____________________ English Teacher________________